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DEGREE IN ENGLISH STUDIES

# Teacher Training Report

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Mindeló, June 2013

HOST INSTITUTION:  
LUDGERO LIMA HIGH SCHOOL

# Teacher Training Report

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Isaulinda Pinheiro  
June, 2013

This report describes in details all the developed work that was done at Ludgero Lima High School. It includes the history of the institution previously mentioned, its statistics data, its physical features, the observation stage and the practice stage.

## **Acknowledgments**

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## **I- Introduction**

The English Studies course consists of four academic years divided into eight semesters and is predestine for those whose purpose is to be English teachers. One of the prerequisites to have a degree is to do teacher training. After three years analysing theory issues, students approved in all the subjects are supposed to have 180 hours of traineeship within six months in a high school selected by the University – in this case the University of Mindelo. The trainees are admitted in the English classes to do observation and practice. They are accompanied by experienced English teachers who give orientation and support.

Our coordinator chose Ludgero Lima High School for our traineeship, which was done under the supervision of the English Studies' coordinator Dr. José Luiz Ramos, and Tutors (English teachers) Fedra Monteiro and Guilherme Vieira. Our group was of five students (girls) divided into two groups: one group of two, and another one of three. The training started on November 5, 2012 and finished on April 30, 2013. We were supposed to do one month of observation and then practise during two months with one of the tutor. Then, we changed the tutor to do the same. The objectives of the teacher training were to:

- Allow the trainees to have the chance to observe how experienced English teachers manage the teaching-learning process;
- Give trainees the opportunity to be put in contact with the real classroom situation;
- Allow trainees to put into practice all the theory they have learned all the three years long;
- Give trainees the opportunity to give their first steps on teaching;
- Be evaluated during and after the period of the traineeship; and finally
- Report in relevant details all the developed work. The trainees are supposed to give their impression of the teaching-learning process of English in Cape Verde.

The reception by the Host institution was great. The staff of it acknowledged the importance of our work for the institution and for Cape Verde in general. The only constraint found was the difficulty to adapt to the environment. But this difficulty was overcome earlier the time expected. During the observation stage we were supposed to assist classes and take notes down, and during the practice stage we were supposed to

do lesson plan and teach the lesson observed by the tutor. The tutor was supposed to give feedback after each class. We were also supposed to assist coordination.

This report will pore over matters such as history of Ludgero Lima High school; statistics data; Administration staff; physical features; description of the class where the work was done; observation phase; practice phase including lesson plans; and observation of the trainees.

## **II- Development**

### **1. Host Institution**

#### **1.1. History of Ludgero Lima High School**

The Cape Verdean National High School in Mindelo, St. Vincent Island, was created by the Act 701, published in *Diário do Governo* (current *Boletim Oficial (B.O)*) number 93, *Iª Série*, June, 3<sup>rd</sup> 1917, and in the *Suplemento do Diário do Governo* number 173, *Iª Série*, October, 8<sup>th</sup> 1917, and was named “*Liceu Central do Infante D. Henrique*”. This secondary school was extinguished by the Act 28229 of November 24<sup>th</sup> 1937, and was transformed into “*Liceu de Gil Eanes*”.

The Cape Verdean National High School started its activities at Senator *Augusto Vera-Cruz*’s Residence situated in *Praça Nova*. Later on, it started functioning in other premises, in the city centre, the so called *Liceu Velho*. Finally, the activities restarted in *Chã de Cemitério* in a new building inaugurated in the school year 1967/68, which still stands there. With the fall of *Estado Novo* in 1974 in Portugal, Cape Verdean national life changed, so it was necessary to change Patrons. So, right before Cape Verde’s Independence, it became *Liceu Nacional Ludgero Lima*, in homage to the former employee and freedom combatant, Ludgero Lima, on May 19<sup>th</sup> 1975, by ministerial decision, published in B.O. number 21, May, 24<sup>th</sup> 1975. Ludgero Lima was born on March 24<sup>th</sup> 1934, in Paúl, Santo Antão. In 1969, he joined the liberation army to fight for the independence of Cape Verde. He died on March, 23<sup>rd</sup> 1975, victim of a road accident.

#### **1.2. Statistics data**

In the academic year 2012/13 Ludgero Lima High School started its functions under the direction of José Cândido Delgado. It begun its activities with 95 teachers with classes, 6 teachers attached to Superior Education Institutions (they did not work at Ludgero Lima High School), and 2 teachers were on leave without salary. This High School started its functions with 1418 students distributed in 46 classes: 10 classes of 7<sup>th</sup> grade; 9 classes of 8<sup>th</sup> grade; 9 classes of 9<sup>th</sup> grade; 5 classes of 10<sup>th</sup> grade; 7 classes of 11<sup>th</sup> grade; and 6 classes of 12<sup>th</sup> grade. The ratio per classes was 31 students. The Institution’s curriculum includes all areas contemplated for Secondary education in Cape Verde. The administration staffs include 25 employees. The evaluation model is

the same in all Cape Verdean High School: 40% of test 1 + 40% test 2 + 20% of OEA (OEA means other elements of evaluation).

### **1.3. Physical Features**

Ludgero Lima High School is situated in Monte Sossego, St. Vincent Island. It has got three floors with twenty-four classrooms, three technical drawing rooms (currently used as classrooms), two classrooms (*Lavores*) (currently used as classrooms for option subjects of the third cycle), a teachers' room, two computer rooms, a Multiple-functions room, a language club room, six Subject coordination rooms (French, English, Portuguese, Arts/Drawing, Geography, and Maths), two laboratories (Physics/Chemistry and Natural Sciences/Biology), the Director's office, two offices for sub directors, a direction support office, a library/reading room, an auditorium/amphitheatre, a sport facilities where three sports modalities can be played, a gymnasium (with changing room and depot for Physical Education's materials), a physical education teachers' office (with 2 bathrooms), a canteen/refectory, a kitchen, a school office, a photocopy room/ stationer's office, two filing cabinets, twelve bathrooms (8 for students, 2 for teachers, and 1 for administration staff), and a garden.



## **2. First stage of the traineeship – Supervisor: Teacher Fedra Monteiro**

On the first stage of the teacher training we observed English classes with teacher Fedra Monteiro. This stage included classes of the 2<sup>nd</sup> and the 3<sup>rd</sup> cycle: 9<sup>th</sup> grade, level 3, and 11<sup>th</sup> grade, level 5. The observation stage started on November 5, 2012 and finished on December 7, 2012. The practice stage started on December 10, 2012 and finished on February 1, 2013.

The class 9<sup>th</sup> A had got 35 students (12 male and 22 female), but they were all educated and polite students. It was very easy and pleasant to teach in 9<sup>th</sup> A despite of being a very large class. The class that was a little bit difficult to teach was 9<sup>th</sup> C. This class was very large, so it had got 31 students (25 male and 6 female). Students' lack of discipline made the teaching-learning process difficult even with teacher Fedra Monteiro. The class 11<sup>th</sup> A had got 35 students (20 male and 15 female), so it was a very large class, too. They showed a kind of lack of interest towards learning. The class 11<sup>th</sup> C/G had got 26 students (14 male and 12 female). Most of the students participated actively on the classes. It wasn't difficult to teach in this class. The class 11<sup>th</sup> E/F had got 25 students (9 male and 16 female), and it wasn't difficult to teach this class too, in spite of the fact that there were lazy students.

### **2.1. Description of the class**

Table 1

Class	Grade	Level	Duration	Frequency	Nº of Students
A	9 <sup>th</sup>	3	50 minutes	Friday	35*
C	9 <sup>th</sup>	3	50 minutes	Tuesday, Wednesday, and Friday	31
A	11 <sup>th</sup>	5	50 minutes	Monday and Wednesday	35
E/F	11 <sup>th</sup>	5	50 minutes	Monday and	26

				Tuesday	
C/G	11 <sup>th</sup>	5	50 minutes	Wednesday	25
*A girl annulled the enrolment because of pregnancy.					

## 2.2. Observation stage

In this stage trainees were supposed to observe the teacher and take notes about what was going on. Trainees observed the teacher, the method she used, and also the students' behaviour.

11<sup>th</sup> E/F 10:40 – 11:30

Monday, 5<sup>th</sup> November 2012

Summary: Preparation for the written test.

### Objectives for the written test

Present simple, present continuous, past simple, past continuous and present perfect simple

Examples of exercises

Use right form of verbs to complete the sentences:

1) I (know) know Ziggy Brown. (You/know) Do you know him?

He (sometimes/act) sometimes acts in the theatre with my brother.

I (think) think they (rehearse) are rehearsing for a show right now.

### **Observation**

The teacher called students' attention for key words contained in the sentences that help them complete sentences appropriately. The teacher also insisted on calling students' attention to read carefully the sentences until the end, before started doing them in the test. The instructions were given orally and then written on the board. The teacher asked students if there were any words they had not understood and explained the word/verb "slip". The teacher asked students to go to the board and helped them doing the exercise. The students showed some difficulties with the 3<sup>rd</sup> person singular. The

teacher took advantage of the compound noun “brother-in-law” to ask students examples of familiar compound noun such as “sister-in-law”, “mother-in-law”, etc, in a deductive way.

11<sup>th</sup> A 11:40 – 12:30

Monday, 5<sup>th</sup> November 2012

Summary: Preparation for the test

### Objectives for the written test

Present simple, present continuous, past simple, past continuous, present perfect simple

Examples of exercises

Use right form of verbs to complete the sentences:

- 1) I (know) know Ziggy Brown. (You/know) Do you know him?  
He (sometimes/act) sometimes acts in the theatre with my brother.  
I (think) think they (rehearse) are rehearsing for a show right now.

### **Observation**

.The teacher prepared students telling them they will have a written exercise in the test. The teacher called students’ attention for key words contained in the sentences that would help them complete sentences appropriately. The teacher also insisted on calling students’ attention to read carefully the sentences until the end, before start doing them in the test. The instructions were given orally and then written on the board. The teacher asked students if there were any words they had not understood and explained the word/verb “slip”. The teacher asked students to go to the board and helped them doing the exercise. The students showed some difficulties with the 3<sup>rd</sup> person singular. Exercise number 5 brought some difficulties to the students, ex: (Rita/give) Has Rita given you the money back? Yes, yesterday she (give) gave me half of it.

9<sup>th</sup> C 11:40 – 12:30

Tuesday, 6<sup>th</sup> November 2012

Summary: Block 1. Set 3. Activities B, C, and D

Page 15

I- Comprehension exercise

- a) Matching - orally
- b) Answering questions – written in the black board
- c) Picking up words from the text.

II- Page 11, exercise A- filling in the blanks, B- Putting words in the correct order, and C- answering questions.

### **Observation**

The students seemed very excited in answering – lockstep activity. The students found expression of Josh's routine in the text, told them aloud and the teacher wrote them on the board. In the end of this exercise the teacher asked if there was any expression to be added, and the students found the expression: comes back home. The students made noise while doing the exercise. The noise was due to the fact that students had to share books because not all of them had the exercise book. Some students showed difficulty with 3<sup>rd</sup> person singular.

9<sup>th</sup> C 10:40 – 12:30

Wednesday, 7<sup>th</sup> November 2012

Summary: Preparation for the test

### Objectives for the written test

Questions words, indefinite article, have got/has got, verb to be, like/dislike (-ing/infinitive)

Examples of exercises

I-Complete the questions and answers:

- 1) Where does Leida live?  
She lives near my school.

## II-Multiple-choice exercise

Underline the best answer:

- 1) Luiza doesn't mind (do/doing) homework.

## III-Chose the best answer (a, b, or c)

- 1) Sophia b a modern house  
a) Have got      b) has got      c) haven't got

## Observation

The teacher asked students to go to the board, do the exercise, and then read it aloud. The teacher helped students when they showed some difficulties. The teacher encouraged students to go to the board. There were some students that asked to go to the board, but there were others that were afraid of going. Towards the end of each exercise the teacher and the students read the sentences together to practice pronunciation. The instructions were given orally and then written on the board. The teacher called students' attention to choose the letter, not the expression. The students showed some difficulties with possessive pronoun.

## Coordination

Thursday, 8<sup>th</sup> November 2012, 10:40

The teachers discussed what had been taught during two weeks before. The discussion was done in details, lesson by lesson. The teachers planned the activities for the two following weeks. They made an effort to make a balance between grammar and vocabulary (study of textbook). Their purpose was to avoid too much grammar to the detriment of vocabulary and pronunciation.

11<sup>th</sup> E/F 10:40 – 11:30

Monday, 12<sup>th</sup> November 2012

Summary: Comparatives and superlatives of adjectives

### **Observation**

Warm-up – the teacher asked students if they had studied comparatives and superlatives, and if so to tell her if they were remembering. With the help of a chart, the teacher asked students to make sentences comparing two cats orally. They seemed very excited. The teacher tried to make students remember the rules of comparison. The teacher explained the rules in English, then in Portuguese to avoid misunderstandings. The students were very excited giving examples and trying to discover the rules by themselves. The examples of the adjectives and the sentences were given by the students.

11<sup>th</sup> A 11:40 – 12:30

Monday, 12<sup>th</sup> November 2012

Summary: Comparatives and superlatives of adjectives

### **Observation**

Warm-up – the teacher asked students if they had studied comparatives and superlatives, and if so to tell her if they were remembering. With the help of the chart, the teacher asked students to make sentences comparing two cats orally. They seemed very excited. The teacher tried to make students remember the rules of comparison. The teacher explained the rules in English, then in Portuguese to avoid misunderstandings. The students were very excited giving examples and trying to discover the rules by themselves. The examples of the adjectives and the sentences were given by the students.

11<sup>th</sup> E/F 10:40 – 11:30

Tuesday, 13<sup>th</sup> November 2012

Summary: Delivery of the written tests.

### Observation

The teacher asked the students to analyse their test at home so that they could discuss it in the next class. Some students seemed happy, others sad, and others relaxed. The teacher wanted to show the students a video about cities because they had been talking about favourite city. But due to school problems (electricity and lack of adaptable material) they have been facing with, it took days to show the video to the students. Finally the students had the opportunity to see the video. The students seemed very excited to do a different thing. Although some students showed their interest in watching the video, some others took advantage of the opportunity to do homework of other subjects and listen to music. The purpose of the video was to practise listening.

11<sup>th</sup> C/G 9:30- 10:20

Wednesday, 14<sup>th</sup> November 2012

Summary: Comparison of adjectives

Example

Adjective	Positive Equality	Positive Inequality	Comparative superiority	Comparative Inferiority
Smart	As smart as	Not as smart as	Smarter than	Less smart than
Boring	As boring as	Not as boring as	More boring than	Less boring than

### Observation

The examples of adjectives and sentences were given by the students. The students knew the words (than and less) that form comparison of adjectives. The teacher asked them to complete a chart, and she completed the first column of the chart, so that the

students could follow the example. The students showed some difficulties with one syllable adjective when completing the chart in the field of comparative of superiority. Some students forgot easily the rules of irregular adjectives. The teacher chose four adjectives (boring, funny, stupid, and good) for the students to make four sentences. She asked interesting, smart, and beautiful sentences. They were not expected to use all studied degrees. The students read their sentences in the end.

9<sup>th</sup> C 10:40 – 11:30

Wednesday, 14<sup>th</sup> November 2012

Summary: Block 1 set 3. Grammar spot: Simple present.

### **Observation**

The teacher made a brief summary of what had been taught in the last class. The teacher asked students to give example of sentences with the verb walk orally. The teacher called students' attention to the 3<sup>rd</sup> person singular. She also called their attention to the fact that students always make mistakes with 3<sup>rd</sup> person singular when using the auxiliary verb "do" (example: does not goes). The students participated actively. So that lesson was a kind of revision. They showed that they remembered the rules from previous academic year. The teacher asked students to do homework page 16, exercise A and B. She explained the students exactly what to do.

11<sup>th</sup> A 11:40 – 12:30

Wednesday, 14<sup>th</sup> November 2012

Summary: Handing out and correction of the tests.

### **Observation**

The teacher showed her worry about the low marks got by the students. Some students seemed happy with their marks, but others seemed sad and worried. That was the only class with such low marks. The correction of the test was done orally. The teacher gave test A and B, so she corrected them simultaneously. The correction of the section of grammar was done on the board so that the students could see clearly how they could have done it.



9<sup>th</sup> C 10:40 – 11:30

Friday, 16<sup>th</sup> November 2012

Summary: Block 1. Set. Simple present Activities C and D

Example of exercises

Complete the sentences using simple present of the verbs in brackets:

- 1) My mother (make) makes my bed every day.
- 2) I (not/like) don't like homework.
- 3) Do you listen (you/listen) to rock music? Yes, I do.

### **Observation**

The correction of homework was done orally (page 16, activities A and B). The students read the sentences then the teacher wrote the verbs form on the board so that they could see how to write the verb correctly, especially when it was in the 3<sup>rd</sup> person singular. The activity D was done orally – lockstep activity. The teacher explained what short answers are. She also asked the students what verb is used to form short answers. She explained the difference between verb to be and others sort of verbs. The teacher asked students to go to the board, do the exercise, and then read it for pronunciation. She helped them doing the exercise. The teacher started introducing adverbs of frequency as they went with simple present. The students at the back of the class were always talking to each other and when the teacher asked them to answer a question they were lost. They were always looking for something that distracts them. They like to play during the classes.

9<sup>th</sup> A 11:40 – 12:30

Friday, 16<sup>th</sup> November 2012

Summary: Handing out and correction of the tests.

### **Observation**

The teacher said she knew that the students could get higher marks, but the problem was that they didn't pay much attention while doing the test. The correction of the test was done orally. The teacher directs the correction of the test simultaneous, as she gave test

A and B. The students seemed very excited; they participated actively in the correction of the test. Sometimes the teacher wrote the answers on the board to avoid misunderstandings. The teacher asked students attention for number agreement. In spite of having bad behaviour the students were making a lot of noise. May be that was due to the test because they were very polite students. Some students got very good marks in the test. There were students with very good accent in English.

11<sup>th</sup> E/F 10:40 – 11:30

Monday, 19<sup>th</sup> November 2012

Summary: Superlative of adjectives

Exercise on page 17/18 Activity A

### **Observation**

The teacher asked the students to read the textbook “Learning English” on page 19 and check the vocabulary as homework. The teacher stated the differences between comparative and superlative of adjectives. The examples of the sentences were given by the students. As the teacher had finished presenting comparative degree of adjectives she asked the students if they had any doubt about the issue. The teacher asked them to do activity A, gave instructions, and gave them time to do it. Then each student read one sentence aloud. The teacher repeated the sentence to avoid misunderstandings. The teacher helped students with difficult words. The teacher asked the students questions orally about a set of picture about football in activity B on page 18. Then she asked them to make sentences about any sport they wished using, comparison of adjectives. She asked for good examples. The students seemed excited asking the teacher questions about football. The students wrote their sentences on the board, and some of them made complex sentences. Some of these sentences brought a kind of “protest” among the students.

11<sup>th</sup> A 11:40 – 12:30

Monday, 19<sup>th</sup> November 2012

Summary: Superlative of adjectives

## Observation

The teacher asked the students to read the textbook “Learning English” on page 19 and check the vocabulary as homework. The teacher stated the differences between comparative and superlative of adjectives. In the end she asked them if there was any doubt. The students raised doubt in relation to comparative of adjectives. Then she asked the students to do activity A on page 17. She gave the instructions so that the students knew exactly what to do and gave them enough time to do it. The teacher asked the students attention for the fact that not all of them had the exercise book. She was worried about students sharing the same book. Furthermore the students had problems in the test and she thought that was one of the reasons for low marks. Once again the students had to share book and this generated a lot of noise in the classroom. The students asked the teacher the meaning of words they had not understood. The teacher asked each student to read one sentence. She helped them with difficult words and also encouraged the students who had not done the exercise. The teacher asked the students questions orally about a set of picture about football in activity B on page 18. Then she asked them to make good examples of sentences about any sport they wished using, comparison of adjectives as homework. The students seemed excited asking the teacher questions about football.

11<sup>th</sup> E/F 10:40 – 11:30

Tuesday, 20<sup>th</sup> November 2012

Summary: Reading and listening spot “Learning English”

Adjective	Positive Equality	Positive Inequality	Comparative superiority	Comparative Inferiority	Superlative of Superiority	Superlative of Inferiority
Smart	As smart as	Not as smart as	Smarter than	Less smart than	The smartest	The least smart
Bad	As bad as	Not as bad as	Worse than	Less bad than	The worst	The least bad

Page 19/20 “Learning English”

## **Observation**

The teacher started by correcting the chart about comparison of adjective she had asked the students to complete the at home. Then she asked the students to do some brainstorming about how to learn English because they were going to do a listening and reading task on the textbook “Learning English”. The students participated actively in the brainstorming. For a starter the teacher made the students listen a tape on the text referred above twice. She brought a CD player to the class. The volume of the radio was very good. Even at the back of the class the sound was very clear. The teacher asked the students to read the text aloud. A lot of students raised their hand asking permission to read. The teacher let each student read one paragraph. The teacher selected the students’ name randomly and they did not refuse to read. The teacher helped the students with difficult word. The students did not have many problems on reading. Their pronunciation was fair. They showed a good attitude towards English. The teacher asked the students to do activities b, c, and d at home.

9<sup>th</sup> C 11:40 – 12:30

Tuesday, 20<sup>th</sup> November 2012

Summary: Handing out and correction of the tests.

## **Observation**

The students made a lot of noise after receiving their tests back. The teacher told them if they had any complaint to do so when they had finished correcting the test. The teacher corrected the tests orally and alternately: test A and B as she gave test A and B. The students participated actively in the correction of the test, although making some noise. The teacher wrote the answer of the grammar section on the board to avoid misunderstandings. The students were supposed to write a paragraph about themselves and the teacher asked who wanted to read his or her paragraph. Some students read their paragraphs. The teacher asked students’ attention for the mistakes they made frequently. The students were always making confusion with singular and plural forms.

11<sup>th</sup> C/G 9:30 – 10:20

Wednesday, 21<sup>st</sup> November 2012

Summary: Exercises of comprehension

Activities B, C, and D

Page 20

Activity B – Comprehension exercises – Deciding whether the statements are true or false and correcting the false ones.

Activity C – Matching.

Activity D – Answering questions.

Example of exercises

Complete the sentences with words related to the ones in parenthesis:

1. (amazing) Peter was amazed with Bjorn's English.
2. (good) Bjorn's English is much better than Peter's English.
3. (British) My cousin was born in Britain, so he is British.

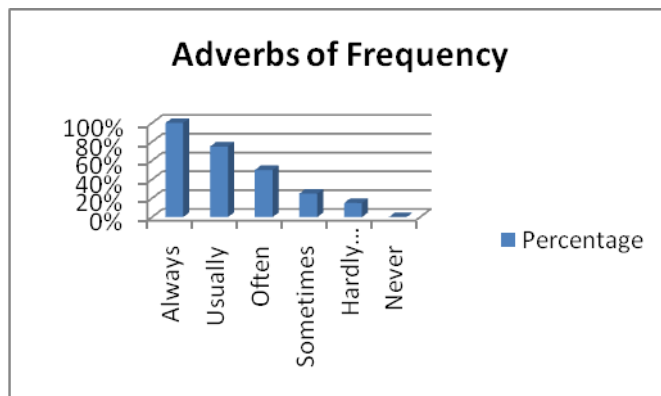
### **Observation**

Correction of homework: activities A, B, C and D. The teacher chose the students randomly to answer orally the homework. The students seemed they were not interested on the subject, some of them didn't bring the exercise book to the class. The teacher helped the students reading difficult words. The activity D was corrected on the board by the students with the help of the teacher. The teacher took some words from the test for the students to complete sentences. The first sentence was completed by the teacher together with the students with the aim of making students see clearly what to do. The teacher asked the students to read the sentence until the end so that they could complete them correctly. The students went freely to the board to complete the sentences. That exercise was for the students to practise their vocabulary. The students did very well.

9<sup>th</sup> C 10:40 – 11:30

Wednesday, 21<sup>st</sup> November 2012

Summary: Block 1. Set 3 Adverbs of frequency Activity A



Page 17

Josh always wakes up at 6 o'clock. – Before the verb.

He is never late for school. – After the verb to be

His brother doesn't usually get up. Between auxiliary verb and main verb

Do you usually listen to the radio?

Activity A – Students were asked to rewrite the sentences and to insert the adverb in the right place.

Page 12 – Work book – Completing a chart.

## **Observation**

The teacher asked the students what adverbs of frequency they knew. They told them in a haphazardly way. Then she drew a graph to illustrate adverbs of frequency. The teacher asked the students activities they do and with which frequency. The teacher explained the meaning/use of adverbs of frequency. The students gave examples based on their daily life. The teacher wrote some sentences on the board and asked the students to say where the adverbs of frequency are placed: if before, between, or after the verb. They discovered the rule deductively. The teacher asked the students to go to the board to do the exercise in the activity A. After doing the exercise the teacher asked the students to read the sentences aloud. The teacher asked the students to open their work book on page 12. The teacher explained the instructions. They were supposed to complete a table containing adverbs of frequency. She helped the students doing the first one. The teacher asked students to answer orally their answers. The students used to make a lot of noise, but they were not so noisy because the teacher warned them at the beginning of the class.

## **Coordination**

Thursday, 22<sup>nd</sup> November 2012, 10:40

The first thing that was done was the discussion of the marks got by the students. There were programmed lessons for three weeks. One week was dedicated for test – test week 10-15 of December – to end the trimester. The discussion of each class was done in detail. The week 17-21 would be dedicated to the theme Environment. Reading and speaking skills would be developed. The teachers planned to give an assignment – a project – on the referred theme. One class would be dedicated for the final considerations.

9<sup>th</sup> C 10:40 – 11:30

Friday, 23<sup>rd</sup> November 2012

Summary: Block 1. Set 3 Writing spot

Workbook page 12-13

Matching expressions with pictures

Page 13 – Answering a quiz about the students.

Example of exercises

Rewrite the sentences:

- 1) I/always/go/night/out/at  
I always go out at night.
- 2) Parents/Your/?/drive/always/car/the  
Do your parents always drive the car?

### **Observation**

Some students had to share the workbook because not all of them had it. The teacher selected students to answer the exercise after she had given them time to do it. Then she wrote the sentences on the board emphasizing the third person singular as the students had problems with it. The teacher together with the students read the sentences aloud so that the students could practice their pronunciation. But not all of the students participated. The teacher asked the students to do a quiz about them on page 13, workbook. She gave the instructions. While the students were doing the exercise she went around the class helping them with difficult or unknown words. The teacher selected students' name to go to the board to answer the quiz two by two. She divided the board into two sections. She asked for complete answers. She helped them answering the questions. The students showed some difficulties in writing some words for example buy instead of by. The teacher gave some sentences in a haphazardly way for the students to rewrite in the correct order as homework.

9<sup>th</sup> A 11:40 – 12:30

Friday, 23<sup>rd</sup> November 2012

Summary: Block 1. Set 3 Writing spot

Workbook page 12

- I- Completing a table
- II- Matching expressions with pictures
- III- Answering a quiz about the students – page 13

Example of exercises



Build sentences:

- 1) Go/always/Robert/church/to/Sundays/on  
Robert always goes to church on Sunday.
- 2) Child/This/play/often/park/at/? /  
Does this child often play at the park?

### **Observation**

The first exercise was done orally. The teacher selected students' name to answer the exercise after she had given them time to do it. Then she wrote the sentences on the board. The teacher emphasized the third person singular as the students had problems with it. The teacher together with the students read the sentences loudly so that the students could practise their pronunciation. The students were very participative. The teacher asked the students to do a quiz about them on page 13, workbook. She gave the instructions. While the students were doing the exercise she went around the class and helped them with difficult or unknown words. The teacher selected the students' name to go to the board to answer the quiz two by two. She divided the board into two sections. She asked for complete answers. She helped them answering the questions. Then she gave some sentences in a haphazardly way for the students to rewrite in them in the correct order as homework. The teacher told the students to add words that were missing. She also asked students' attention for marks such as negative marks and questions marks. The teacher went around the class to see the students' progression and also to give them support.

11<sup>th</sup> E/F 10:40 – 11:30

Monday, 26<sup>th</sup> November 2012

Summary: Will and Going to

### **Observation**

The teacher asked the students if they had studied future and what sorts of verbs are used to form future. She told them that there are three different ways of making future: will, going to, and present continuous. The teacher wrote a mini dialogue on the board to introduce the topic. She asked the students to have a look carefully at the dialogue to see the difference between them. After a while the teacher made the students to talk

about the dialogue. She wanted the students to talk in English. The teacher explained the different ways of using *will* and *going to*. She explained both in English and Portuguese to make the explanation clear. She explained that sometimes it is difficult to know which one to use *will* or *going to*, but sometimes it is obvious which one to use. She exemplified them in several ways. Some students attempted to explain the difference between *will* and *going to* as the teacher requested. The teacher asked the students to have a look on page 21 on their book to gain more knowledge.

11<sup>th</sup> A 11:40 – 12:30

Monday, 26<sup>th</sup> November 2012

Summary: Will and going to

### **Observation**

The teacher asked the students if they had studied future. They answered yes. The teacher asked them what the verbs to form future are. She told them that there are three different ways of making future: *will*, *going to*, and present continuous. The teacher wrote a mini dialogue on the board to introduce the topic. She asked the students to have a look carefully at the dialogue to see the difference between them. After a while the teacher made the students to talk about the dialogue. She wanted the students to talk in English. The teacher explained the different ways of using *will* and *going to*. She explained it both in English and Portuguese to make the explanation clear. She explained that sometimes it is difficult to know which one to use *will* or *going to*, but sometimes it is obvious which one to use. She exemplified them in several ways. Some students attempted to explain the difference between *will* and *going to* as the teacher requested. The teacher asked the students to have a look on page 21 on their book to acquire more knowledge.

11<sup>th</sup> E/F 10:40 – 11:30

Tuesday, 27<sup>th</sup> November 2012

Summary: Previous lesson

Page 20

Activity A – Completion

Use will or going to

- 1) I've decided what to do about the job. I am not going to apply (apply/not) for it.
- 2) A: Hello! Can I speak to Jim, please? B: Just a moment I will get (get) him.

**Observation**

The teacher explained the students what to do in Activity A Group C and gave them time to do it. The teacher asked the students to read the sentences; each one read one sentence. Then she wrote it on the board and explained it. She also asked the students whether to use will or going to. She wanted the students to speak in English. The teacher explained the word "vacancy" in a deductive way. She asked some students to go to the board to do exercise 2. She wanted the students whom had not participated in the first exercise. She helped the students doing the exercises. The teacher encouraged students' participation. The exercise 6 brought some confusion but the teacher explained it in many different ways.

9<sup>th</sup> C 11:40 – 12:30

Tuesday, 27<sup>th</sup> November 2012

Summary: Block 1. Set 3 Listening spot Activities A and B

Page 18 – Matching words with pictures.

Listening to the song Skater Boy by Avril Lavigne

Bingo game

**Observation**

The exercise of matching was corrected as lockstep activity. The teacher told the students that they were going to listen to the song "Skater Boy" by Avril Lavigne. They had to pay attention to the list of words that were missing in the letter of the song. The teacher wrote the words on the board. She played the song three times so that the students could complete the letter with words they heard. The teacher and the students altogether found completed the letter. Then the teacher asked the students to tell her about the love story of the song. One student reported the story. Then she told the students that they were going to do Bingo game. Then she asked some students to go to

the front of the class to direct the game. The students seemed very excited and participative. The teacher read the words in the list, and then the students read them one by one, more than one time to practice pronunciation. In the end of the class they corrected the homework.

11<sup>th</sup> C/G 9:30 – 10:20

Wednesday, 28<sup>th</sup> November 2012

Summary: Getting ready for the test.

Use comparison of adjectives to complete the exercises:

- 1) Look at those shoes! They're the coolest (cool) shoes I've ever seen.
- 2) My sister became as attractive as (attractive) my cousin Sue.

### **Observation**

The teacher asked the students' attention for signals that indicates them how to complete the sentences. Some students raised doubt while doing the exercise. The teacher asked the students to go to the board to do the exercise. She helped them doing the exercise showing them some signals that could help them to choose the best way of completing the sentences. She told the students to have a look at the chart she gave them about comparison of adjectives because she would put a similar exercise on the test with fewer adjectives and degrees. She also told them that they must know all of them. She asked them to study will and going to. They would do the test in two lessons: grammar test and writing test. The writing test would be about favourite city which they had already talked about.

9<sup>th</sup> C 10:40 – 11:30

Wednesday, 28<sup>th</sup> November 2012

Summary: Block 1. Set 3 Word spot Activities A and B

Page 18 – pair work

Page 19 – Picking up words/adjectives to describe a picture about the previous song.

## Observation

While the teacher copied a “spidergram” from the book to the board she explained the meaning of the words contained on it. She told the students not to ask the meaning of the adjectives contained in the list. She asked them to guess from the context. They would know the meaning of the words they didn’t understand at the end. The teacher asked them to choose partner to work in pair. They were supposed to place the adjectives in their respective categories. The teacher gave them an example. The students kept doing the work although making some noise. They also asked the teacher questions. While the students were working the teacher went around the class to supervise them. The exercise was corrected collectively – lockstep activity. For the exercise in page 19 – describing pictures – the teacher had to show the students the pictures closely because not all of them had colored book. She wanted to see how the students described people and then she would show the students how to describe people. Some students were not working, they were playing instead.

11<sup>th</sup> A 11:40 – 12:30

Wednesday, 28<sup>th</sup> November 2012

Summary: Previous lesson

Page 20

Example of exercises

Activity A – Completion

Use will or going to

- 1) I’ve decided what to do about the job. I m not going to apply (apply/not) for it.
- 2) A: Hello! Can I speak to Jim, please? B: Just a moment I will get (get) him.

## Observation

The teacher explained the students what to do in Activity A group C and gave them time to do it. Then she asked the students to read the sentences; each one read one sentence. Then she wrote it on the board and explained it. She also asked the students whether to use will or going to. The teacher asked the students to go to the board to do

exercise 2. She wanted the students who had not participated in the first exercise. She helped the students doing the exercises. The teacher encouraged students' participation.

9<sup>th</sup> C 10:40 – 11:30

Friday, 30<sup>th</sup> November 2012

Summary: Block 1. Set 3 Talking Spot. Describing people "Have got"

Page 19 – Activity B – Completions

Activity C – Making sentences using verb have got or verb to be

### **Observation**

The teacher asked the students to describe a boy or a girl of a picture on their book. The teacher asked some students to read their descriptions. Then she showed them what possessive adjectives that we use to describe people are. The teacher together with the students described the boy on the board. After showing them how to describe people she asked them to choose anyone in the class to describe using the verb have got, to be, and possessive adjectives. They were not supposed to tell the name of the chosen person. Their classmates were supposed to guess the name. The students seemed they liked the idea. They were excited asking the teacher questions. Then the teacher asked some students to read their description for their colleges to guess. The students seemed very interested in guessing and sometimes they made fun. Everybody wanted to participate. She did not focus so much on the verb have got as she was doing just a revision. She called students' attention for the abbreviations she's vs. She's got. The teacher asked the students to answer activity B orally and the activity C on the board. Some students made confusion between the verb have got and verb to be, and also singular and plural.

9<sup>th</sup> A 11:40 – 12:30

Friday, 30<sup>th</sup> November 2012

Summary: Block 1. Set 3 Talking Spot Describing people. Have got

Page 19 – Activity B – Completions

Activity C – Making sentences using verb have got or verb to be

## **Observation**

The teacher asked the students to describe a boy or a girl of a picture on their book. The teacher asked some students to read their descriptions. Then she showed them what possessive adjectives that we use to describe people are. The teacher together with the students described the boy on the board. After showing them how to describe people she asked them to choose anyone in the class to describe using the verb have got, to be, and possessive adjectives. They were not supposed to tell the name of the chosen person. Their classmates were supposed to guess the name. The students seemed they liked the idea. They were excited asking the teacher questions. Then the teacher asked some students to read their description for their colleges to guess. The students seemed very interested in guessing and sometimes they made fun. Everybody wanted to participate. She did not focus so much on the verb have got as she was doing just a revision. She called students' attention for the abbreviations she's vs. She's got. The teacher asked the students to answer activity B orally and the activity C on the board. Some students made confusion between the verb have got and verb to be, and also singular and plural.

\*\*From Monday, 3<sup>rd</sup> December to Tuesday 4<sup>th</sup> December – written test in classes 11<sup>th</sup> E/F and 11<sup>th</sup> A

9<sup>th</sup> C 11:40 – 12:30

Tuesday, 4<sup>th</sup> December 2012

Summary: Workbook activity

Page 15

- 1- Matching words with drawings.
- 2- Writing exercise

Page 14 – activity G

## **Observation**

The teacher asked the students to open their workbook on page 15. She gave the instructions and an example. They were supposed to analyse a picture with three people a, b, and c in the exercise 1. They had a list of adjectives from which they had to choose the letter that represented each person and write it in front of the adjective that described

that person. The teacher selected the students to answer orally. In the exercise 2 the students were supposed to describe each person in the picture. They would use the adjectives on the list, but they could add more adjectives they had already studied. The teacher asked some students to answer orally, and helped them adding more information. The teacher asked the students to describe themselves. She asked them to have a look at the adjectives they had got on their books to help them. Then they read their description orally. The students at the back of the class hardly ever worked.

11<sup>th</sup> C/G 9:30 – 10:20

Wednesday, 5<sup>th</sup> December 2012

Summary: Block 1. Set 3 Word and listening spot

Page 23 – Activities A, B, and D

### **Observation**

The teacher asked the students who had travelled to an English speaking country as warm-up. Two students answered yes. One had gone to England and another one to USA. Then she asked them if they had practised their English. The teacher explained them the meaning of trip. Then she put a tape script in which a woman pronounced a word list related to the topic trip twice. The students were supposed to analyse a set of pictures and then put the number of each picture close to their name. The teacher asked them the importance of using such objects when travelling. Then the students did activity D and corrected it orally. The teacher asked them to choose four items to make beautiful sentences. Then she asked them who wanted to read their sentences. They read them spontaneously. The teacher took advantage of the word dictionary to explain when to use borrow and when to use lend. The teacher encouraged the students to read their sentences, and praised them.

9<sup>th</sup> C 11:40 – 12:30

Wednesday, 4<sup>th</sup> December 2012

Summary: writing spot

Page 17 – Writing spot



Page 14 – activity H and I – workbook.

### **Observation**

The teacher checked who did homework. A small number of the students did it. She informed them that not doing homework would influence their final mark. The teacher gave the students some orientations for them to take in consideration when writing a paragraph. She explained the importance of organizing a paragraph. She also told them the links they should use (before, after, last, etc). The students did activity H page 14 in the workbook. The teacher selected the students' name to answer the questions orally, but she wrote it on the board to avoid misunderstanding. She asked them why and when to use have or has.

11<sup>th</sup> A 11:40 – 12:30

Wednesday, 5<sup>th</sup> December 2012

Summary: Written test (continuation)

9<sup>th</sup> C 10:40 – 11:30

Friday, 7<sup>th</sup> December 2012

Summary: Check your progress

Page 21 – activity B and C

### **Observation**

The teacher explained to the students that they would do a kind of revision as they had already finished unit 1. The teacher asked them to do activity B. In activity C the students were supposed to insert questions words and then join the question to the right answer. The teacher asked two students to go to the front of the class. She asked them to observe each other carefully. Then she asked them to turn their back and describe each other without looking at each other. She asked them questions to help them with the description. Some students showed that they had a very good memory. In the end of the activity she asked them to look at each other again to see if they were right. She repeated the exercise with a lot of students. The teacher wrote a list of five adjectives on the board. She attributed each row one adjective. Then she pointed to the row for the

students of that row to tell the adjective in an enthusiastic way. Then she substituted the adjectives for new ones and repeated the exercise. In the end all the students told their adjectives at the same time. The students seemed they enjoyed the exercise. After that they did bingo game with some adjectives for practising vocabulary. Finally the teacher together with the students sung two songs.

9<sup>th</sup> A 11:40 – 12:30

Friday, 7<sup>th</sup> December 2012

Summary: Check your progress

Page 21 – activity B and C

### **Observation**

The teacher explained to the students that they are going to do kind of revision as they had already finished unit 1. The teacher asked the students to do activity B. In activity C the students were supposed to insert questions words and then join the question to the right answer. The teacher asked two students to go to the front of the class. She asked them to observe each other carefully. Then she asked them to turn their back and describe each other without looking at each other. She asked them questions to help them with the description. Some students showed that they had a very good memory. In the end she asked them to look at each other again to see if they were right. She repeated the exercise lots of students. The teacher wrote a list of five adjectives on the board. She attributed each row one adjective. Then she pointed to the row for the students of that row to tell the adjective in an enthusiastic way. Then she changed the substituted the adjectives for new ones and repeated the exercise. In the end all the students told their adjectives at the same time. The students seemed they enjoyed the exercise. Then they did bingo game with some adjectives for practising vocabulary. Finally the teacher together with the students sung two songs.

### **2.3. Teaching Practice stage**

In this stage trainees were supposed to prepare the classes under the supervision of the tutor. Trainees were also asked to prepare lesson plans and give it to the tutor, so she could see if the objectives were being followed.

#### Lesson Plan 1

Grade: 11<sup>th</sup>

Level: 5

Date: 12<sup>th</sup> December

Time: 11:40 – 12:30

Duration: 50 min

Summary: Handing out and correction of the tests.

Objectives

1: Delivery of the written tests.

2: Correction of the written tests.

Content:

Objective 1

Estimated time: 5 min

Objective 2

Estimated time: 45 min

Context: written test

Activity and class organization: lockstep activity

Aids: written test, blackboard, and chalk.

Language: Language of the written test.

\*\* Friday, 14<sup>th</sup> December – written test in classes 9<sup>th</sup> A and 9<sup>th</sup> C.

Lesson Plan 2 (see annex 1.1)

Grade: 11<sup>th</sup>

Level: 5

Date: 17<sup>th</sup> December

Time: 10:40 – 11:30

Duration: 50 min

Summary: Jobs description. Listening practice

Content

Objectives:

1. Make students able to classify words related to jobs into three groups: things we do, things we use, and things we wear:

Estimated time: 10 minutes

Context: jobs

Activities and class organization: Individual work

Aids: blackboard, chalk, notebook, and pencil

Language: “Jobs” vocabulary area

2. Make students practise their listening skills and guess the job’s name based on the descriptions they hear.

Estimated time: 20 minutes

Context: Description of jobs

Activities and class organization: lockstep activity and then pair work

Aids: Short descriptions of jobs, pencil, notebook, blackboard, and chalk.

Language: “Jobs” vocabulary area

3. Get the learners to make their own description of jobs.

Estimated time: 20 minutes

Context: Students' version/description of jobs

Activity and class organization: Individual work

Aids: blackboard, chalk, notebook, and pencil

Language: "jobs" vocabulary area and unpredictable language.

11<sup>th</sup> A 11:40 – 12:30

Monday, 17<sup>th</sup> December 2012

Summary: Job description. Listening spot

See annex 1.1

### **Observation**

Warm-up – the teacher asked the students what career choice was. Some students said what they wanted to be in the future. The teacher asked the students the difference between job and work. The teacher gave the students a list of ten words for them to divide them into three categories: things we do; things we use; and things we wear. The teacher read six descriptions of jobs twice. She asked the students to listen and to guess what job she was describing. They were supposed to write the job's name on their exercise book. The students seemed interested in listening what the teacher was reading. The students answered and the teacher asked them what words in the descriptions called their attention. The teacher asked the students to give examples of jobs she had not mentioned. They gave lots of examples. The teacher asked the students to make their own description of jobs. They were not supposed to tell what they had described. She gave them examples. She asked some students to read their descriptions and the other students guessed. Only a few numbers of students did the description, but the teacher encouraged the students to do it orally.

11<sup>th</sup> E/F 10:40 – 11:30

Tuesday, 18<sup>th</sup> December 2012

Summary: Christmas' songs

List of songs:

- "Happy Christmas" by Jon Lenon and Yoko Uno,
- "We wish you a Merry Christmas",
- "We are the world" and "Heal the world" by Michael Jackson.

### **Observation**

The students were making a lot of noise at the beginning, but when the teacher put the song they went close to the computer to listen and sing. The students seemed they enjoyed it a lot. They sung actively.

11<sup>th</sup> C/G 9:30 – 10:20

Wednesday, 19<sup>th</sup> December 2012

Summary: Christmas' songs

List of songs:

- "Happy Christmas" by Jon Lenon and Yoko Uno,
- "We wish you a Merry Christmas",
- "We are the world" and "Heal the world" by Michael Jackson.

### **Observation**

The students were making a lot of noise at the beginning, but when the teacher put the song they went close to the computer to listen and sing. The students seemed they enjoyed it a lot. They sung actively.

9<sup>th</sup> C 10:40 – 11:30

Wednesday, 19<sup>th</sup> December 2012

Summary: Christmas' songs and Christmas Memory Game

Christmas Memory Game

For Christmas I want: an apple, a bird, a cake...

**Observation**

The teacher wrote the Christmas song "We wish you a Merry Christmas" on the board for the students to copy and then everybody sung it three times. After that the teacher divided the class into two groups. One group sung the first words of a sentence and the second group sung the rest of the sentence. The teacher gave them Christmas Memory Game. In the end everybody sung the song "Jingle Bells".

11<sup>th</sup> E/F 10:40 – 11:30

Monday, 7<sup>th</sup> January 2013

Summary: "To quit or not to quit". Reasons and consequences

**Observation**

The teacher asked the students how was their Christmas holiday. The teacher told them that they were going to start a new topic. She started by explaining the expression "to quit" and "drop out". The teacher informed the students that they would work in pair. They were supposed to state the reasons and the consequences of dropping out of school. She gave them enough time, and then they started listing reasons and consequences of quitting school. The students were very enthusiastic and answered actively.

11<sup>th</sup> A 11:40 – 12:30

Monday, 7<sup>th</sup> January 2013

Summary: To quit or not to quit" from school

Reasons and consequences

## Observation

The teacher asked the students if they knew what was meant by the word quit. Some students gave synonyms. She asked them what the advantages of quitting school are. She asked them to make a list of reasons and consequences of quitting school. She gave them time to do it. She also said then that they could consult their partners, but to not forget that they were in an English class. Some of them seemed interested asking questions. Then they made a list of reasons and consequences. They discussed the reasons and the consequences one by one. The teacher asked the students to open their book on page 30. She asked them to read the short texts and then solve the given problems.

11<sup>th</sup> E/F 10:40 – 11:30

Tuesday, 8<sup>th</sup> January 2013

Summary: Reading activity. Exercises of comprehension

- I- Matching words with their meanings
- II- Completion
- III-Example of exercises

(Dropping out) Martha isn't dropping out of school! She isn't a drop out.

(Sort out) The teacher is sorting out the problems. Can you help her?

## Observation

Reading activity – The teacher asked the students to open their books on page 30. She selected students' name to read. Each student read one paragraph. The students did a good reading even though with some pronunciation problems. She helped them. The students found difficult on reading words such as counsellor, find, ruin, and capable. Matching words – The teacher with the students did the exercises 1 and 2 orally. The teacher explained all the key words related to the topic dropping school. She explained expressions such as perhaps, counsellor, be supportive, ruin, and job application. While she was explaining the expressions she made the students to talk about it. In the end she gave them exercises to practice vocabulary. She asked them to read the texts on page 31 and check the vocabulary as homework.



9<sup>th</sup> C 11:40 – 12:30

Tuesday, 8<sup>th</sup> January 2013

Summary: Block 2. Set 1 Reading activity “Boynton Middle school”

### **Observation**

The teacher explained what the students would do in Portuguese to avoid misunderstanding. She formed six groups of reading (a, b, c, d, e, and f). Each group had a leader to check the problems on reading. The students read two by two helping each other. The leader was supposed to write in a separate piece of paper all the difficult words found in his or her group. The students helped each other, and all of them participated. The leaders went to the board and wrote the difficult words (choir, Boynton, dating, orchestra, 850, weird, harden, etc). All the students showed difficulty on reading numbers. The teacher explained word by word. She explained the meanings and read them for the students to repeat it. After that she repeated the most difficult words. She asked them to read those words at home. Homework – activity A and B.

11<sup>th</sup> C/G 9:30 – 10:20

Wednesday, 9<sup>th</sup> January 2013

Summary: Reading activities. Exercises of comprehension

### **Observation**

The teacher presented a written question in a paper “How do you feel today?” in big letters. Few students answered, but she insisted. Then she asked a student (a boy) to go to the board and draw a picture (a face) related to his feeling. Then she presented some adjectives for example arrogant followed by a picture of a face showing the same feeling. She repeated the exercise with very different adjectives and faces showing the feelings. The students liked it very much. She asked them to open their books on page 30 and to choose text A or B. They had to make a deal with their partner. If one chose text A he or she should ask his or her partner to choose text B. Then they to do comprehension exercise. She gave them time enough to do the task. Then they started answering the questions proposed on page 31 orally.

9<sup>th</sup> C 10:40 – 11:30

Wednesday, 9<sup>th</sup> January 2013

Summary: Block 2. Set 1 Activity A and B

Page 23

### **Observation**

The teacher asked the students to open their book on page 23. She selected students' name for reading. She gave them support on reading because most of them were weak. After that she went through the text analysing it orally together with the students. She made a comparison/contrast between Boynton Middle School and Ludgero Lima High School. She did it by asking the students some questions. Then she asked them to do activity A orally. They did activity B orally and then the teacher asked them to correct it on the board. The teacher asked the students to do activity C orally, and then corrected it on the board. Activity D was their homework.

11<sup>th</sup> A 11:40 – 12:30

Wednesday, 9<sup>th</sup> January 2013

Summary: Reading activity

Example of exercises

(Dropping out) Martha isn't dropping out of school! She isn't a drop out.

(Sort out) The teacher is sorting out the problems. Can you help her?

### **Observation**

Reading activity – She selected students' name to read. Each student read one paragraph. The students did a good reading even though with some pronunciation problems. She helped them. The students found difficult on reading words such as counsellor, find, ruin, and capable. Most of the students didn't show any interest on reading. Matching words – The teacher with the students did the exercises 1 and 2 orally. The teacher explained all the key words related to the topic dropping school. She explained expressions such as perhaps, counsellor, be supportive, ruin, and job

application. While she was explaining the expressions she made the students to talk about it. In the end she gave them exercises to practice vocabulary.

### Lesson Plan 3

Grade: 11<sup>th</sup>

Class: E/F

Level: 5

Date: 15<sup>th</sup> January

Time: 10:40 – 11:30

Duration: 50 min

Summary: Letter of application. Reading and analysis

Content

Objectives:

1. Presentation and analysis of the advert

Estimated time: 15 minutes

Context: An advert taken from the Guardia newspaper

Activities and class organization: lockstep activity

Aids: The book.

Language: The language of the advert

2. Allow students to know how to write a letter of application.

Estimated time: 15 minutes

Context: A letter of application.

Activities and class organization: lockstep activity

Aids: The book

Language: The language of the letter.

3. Enable students practice their pronunciation

Estimated time: 20 minutes

Context: A model of letter of application

Activity and class organization: Individual work

Aids: The book

11<sup>th</sup> C/G 9:30 – 10:20

Wednesday, 16<sup>th</sup> January 2013

Summary: Letter of application (continuation)

### **Observation**

The teacher explained the importance of knowing how to write a letter of application. She analysed an advert taken from the Guardian newspaper carefully asking the students some questions. After that she asked some students to read the letter part by part explaining the key expressions. She asked the students to answer some comprehension exercises that she had given them in the previous class.

11<sup>th</sup> A 11:40 – 12:30

Wednesday, 16<sup>th</sup> January 2013

Summary: Letter of application. Reading and analysis

### **Observation**

The teacher introduced the topic. She read an advert taken from the Guardian newspaper, and then she gave them time to read it and see words they hadn't understood. She presented a model of application letter and read it. She analyzed it together with the students asking them some questions. She asked them to read the letter. She gave them support correcting their mistakes. Some students showed that they were weak. She gave them some questions based on the letter and asked the students to answer orally. She wrote the answers on the board.

## **Coordination**

10:40

Thursday, 17<sup>th</sup> January 2013

All English teachers met to program lessons for all classes. They saw what had been taught and what would be taught. They programmed classes for two weeks.

### Lesson Plan 4

Grade: 9<sup>th</sup>

Class: C

Level: 3

Date: 18<sup>th</sup> January

Time: 10:40 – 11:30

Duration: 50 min

Summary: Amílcar Cabral. Production of wall chart

Content

Objective

1. Make students able to design a wall chart about Amílcar Cabral

Estimated time: 45 min

Context: History of Amílcar Cabral

Activities and class organization: group work

Aids: Pictures, paper, pencil, markers, scissors, glue, chalk, and blackboard.

Language: Simple past

Lesson Plan 5

Grade: 11<sup>th</sup>

Class: A

Level: 5

Date: 23<sup>rd</sup> January

Time: 11:40 – 12:30

Duration: 50 min

Summary: Relative Pronouns

Objectives:

1. Make students able to distinguish the different relative pronouns, showing them examples.

Estimated time: 15 minutes

Context: Examples of sentences with relative pronouns

Activities and class organization: lockstep activity

Aids: Book, blackboard, and chalk,

Language:

2. Make students practice what have been taught through exercises. See if the students have understood the use of each one by doing exercises.

Estimated time: 30 minutes

Context: Exercise on relative pronouns

Activities and class organization: Individual work

Aids: Blackboard, book, chalk, notebook, and pencil

Language: Unpredictable language

Lesson Plan 6

Grade: 9<sup>th</sup>

Class: C

Level: 3

Date: 25<sup>th</sup> January

Time: 10:40 – 11:30

Duration: 50 min

Summary: Block 2, set 1. Listening activity

Content

Objectives

1. Make students able to practice their listening skills and match questions and answers.

Estimated time: 25 min

Context: a taped interview.

Activities and class organization: individual work

Aids: CD player, CD, book, chalk, and blackboard

Language: questions words and simple present and past of the verb to be

2. Enable students to translate words from English to Portuguese and associate these words with the topic they belong to.

Estimated time: 25 min

Context: school objects and other objects

Activities and class organization: individual work

Aids: Workbook, chalk, blackboard, and dictionaries

Language: talking about school

Lesson Plan 7

Grade: 11<sup>th</sup>

Class: A

Level: 5

Date: 28<sup>th</sup> January

Time: 11:40 – 12:30

Duration: 50 min

Summary: Relative Pronouns - exercises

Objectives:

1. Make sure that the students are able to use relative pronouns correctly.

Estimated time: 35 minutes

Context: Exercises on relative pronouns

Activities and class organization: individual work

Aids: Blackboard, chalk, note book, and pencil

Language: relative pronouns

2. Relax students

Estimated time: 10 minutes

Context: Word ladder game and scrambled word

Activities and class organization: lockstep activity

Aids: Blackboard, chalk, notebook, and pencil

Language: language of the game



Lesson Plan 8

Grade: 11<sup>th</sup>

Class: E/F

Level: 5

Date: 29<sup>th</sup> January

Time: 10:40 – 11:30

Duration: 50 min

Summary: Exercise of application

Objectives:

1. Make students able to use vocabulary related to letter of application. Also enable them to transform nouns into adjectives and so on.

Estimated time: 35 minutes

Context: job vocabulary area

Activities and class organization: individual work

Aids: Blackboard, chalk, note book, and pencil

Language: adjectives, verbs, and nouns

2. Relax students

Estimated time: 10 minutes

Context: Word ladder game and scrambled word

Activities and class organization: lockstep activity

Aids: Blackboard, chalk, notebook, and pencil

Language: language of the game

Lesson Plan 9

Grade: 9<sup>th</sup>

Class: C

Level: 3

Date: 30<sup>th</sup> January

Time: 10:40 – 11:30

Duration: 50 min

Summary: Block 2, set 2. Reading activity

Content

Objectives

1. Give students the chance to practice their reading skills and consequently their pronunciation.

Estimated time: 15 min

Context: text book “Sbongile’s school life”

Activities and class organization: individual work

Aids: book

Language: language of the text.

2. Make students able to recognize parts of sentences.

Estimated time: 15 min

Context: exercise on the book

Activities and class organization: individual work

Aids: book, chalk, and blackboard

Language: verb to, have got, and words related to the topic school.

3. See if students are able to identify words related to the topic school

Estimated time: 15 min

Context: text book

Activities and class organization: individual work

Aids: book, chalk, and blackboard

Language: school vocabulary

### **3. Second stage of the traineeship – Supervisor: Teacher Guilherme Vieira Lima**

On the second stage of the teacher training we observed English classes with teacher Guilherme Vieira. This stage included classes of the 3<sup>rd</sup> cycle: 11<sup>th</sup> grade, level 3, and 12<sup>th</sup> grade level 4. The observation stage started on February 19, 2013 and finished on March 6, 2013. The practice stage started on March 11, 2013 and finished on April 30<sup>th</sup>, 2013.

All the classes were small and this fact helped the teacher a lot. It was easier to give attention to every student. They were very polite students. They showed that they were mature students. They respected both their teacher and the trainees. It was not possible for us, the trainees, to observe and practice in the classes on Friday after March 4<sup>th</sup> because our timetable at the university coincided with the time table we had on Friday at the traineeship. We stayed with them just for a while (from February 22, to March 1, 2013)

#### **3.1. Description of the class**

Table 2

Class	Grade	Level	Duration	Frequency	Nº of students
F/G	11 <sup>th</sup>	3	50min	Tuesday and Wednesday, and Friday	11
E/F	12 <sup>th</sup>	4	50min	Tuesday	6
B/C*	12 <sup>th</sup>	4	50min	Friday	21
B/D*	11 <sup>th</sup>	3	50min	Friday	31
*These classes were observed for only two weeks					

#### **3.2. Observation stage**

In this stage trainees were supposed to observe the teacher and take notes about what was going on. Trainees observed the teacher, the method he used, and also the students' behaviour.

11<sup>th</sup> F/G 10:40 – 11:20

Tuesday, 19<sup>th</sup> February 2013

Summary: Preparation for the written test.

Exercises

1. She hadn't found (not/find) her glasses before the show.
2. She had slept (sleep) two hours after the concert.

Relative pronouns

1. I know the town where your father was born.
2. Peter is the guy who broke the window.

Family

1. Your brother's daughter is your niece.
2. Your father's wife is your mother/stepmother.

### Observation

The teacher asked a student to write the summary on the board. He informed the students that the test would be done in only one section as it would be short. He divided the board into two sections. Then he started revising the objectives for the test (past perfect, relative pronouns, and the item family). Then he gave them some exercises on each objective. He asked volunteer students to go to the board to do the exercises. The students showed some difficulty with the past participle of the verbs. In the end of each exercise he asked students to read sentences aloud. During the class he interacted constantly with the students.

12<sup>th</sup> E/F 11:40 – 12:30

Tuesday, 19<sup>th</sup> February 2013-03-10

Summary: Infinitive of purpose – listening and speaking activities.

See annex 2.1

Page 11 unit 7

### **Observation**

The teacher informed the students that they would do listening activity. Then he played a tape recorder cassette twice in which they would listen and number pictures in the correct order. The exercise was corrected on the board collectively. Then he played it again for the students to check it again. He played the cassette once again for the students to check activity 3. After all that he introduced the topic infinitive of purpose through an exercise (activity 4). He made the students to talk in English. That exercise had as objective to study/introduce the sequence markers. The students did very well.

12<sup>th</sup> B/C 7:30 – 8:20

Friday, 22<sup>nd</sup> February 2013

Summary: Why do you do this?

Frontrunner – Students' book 3 (see annex 2.1)

Page 11 unit 7

### **Observation**

The teacher informed the students that they would do listening activity. Then he played a tape recorder cassette twice in which they would listen and number pictures in the correct order. The exercise was corrected on the board collectively. Then he played it again for the students to check it again. He played the cassette once again for the students to check activity 3. After all that he introduced the topic infinitive of purpose through an exercise (activity 4). He made the students to talk in English. That exercise had as objective to study/introduce the sequence markers. The students did very well.

11<sup>th</sup> B/D 8:30 – 9:20

Friday, 22<sup>nd</sup> February 2013

Summary: Animals and characteristics – continued

## **Observation**

The teacher asked the students to talk to their partner. They were supposed to ask their partner the three questions related to their characteristics on page 41. They were excited. They asked the teacher how to say words in English. He helped them promptly. He asked the students to give two positive adjectives and two negative adjectives. Then he invited students to go to the board. The students gave very interesting descriptions based on Chinese pre-conceptions. After that he gave them a list of people's psychological features on the board. In the end he asked them to do a speaking activity. There was a lot of interaction teacher-student and student-student. There was a lot of discussion.

11<sup>th</sup> F/G 9:30 – 10:20

Friday, 22<sup>nd</sup> February 2013

Summary: Animals and characteristics – Presentation

## **Observation**

The teacher introduced the topic in a very interesting way. He caught students' attention. He gave very clear examples. The students were actively involved in the lesson. He asked each student to a sentence about animals on page 41. Those sentences included positive and negative psychological characteristics. Then he gave them a table of negative and positive characteristics for them to complete. Then he invited students to go and complete the table on the board. After that he gave them a list of people's psychological features on the board. While he was writing the list he asked the students questions to see if they knew the words. In the end he asked them to talk about their partners.

11<sup>th</sup> F/G 10:40 – 11:30

Tuesday, 26<sup>th</sup> February 2013

Summary: Correction and handing out the written test.

### **Observation**

The teacher delivered the tests from the highest mark to the lowest one. He made some commentaries while giving back the tests. He praised the students with high marks, and called attention to the ones with eventually problems. The he asked the students to do the correction on the board. Each student corrected one group of exercise. He went through groups explaining, correcting, completing, and clarifying them. In the end he asked a volunteer to read his/her composition that was about their family.

12<sup>th</sup> E/F 11:40 – 12:30

Tuesday, 26<sup>th</sup> February 2013

Summary: Correction and handing out the written test.

### **Observation**

The teacher delivered the tests from the highest mark to the lowest one. He made some commentaries while giving back the tests. He praised the students with high marks, and called attention to the ones with problems. Then he asked the students to do the correction on the board. Each student corrected one group of exercise. He went through groups explaining, correcting, completing, and clarifying them. The last group was corrected collectively and orally.

11<sup>th</sup> F/G 9:30 – 10:20

Wednesday, 27<sup>th</sup> February 2013

Summary: Josh – writing questions

### **Observation**

The teacher asked the students to match questions and answers. Once he had given them time to think about it, he asked them to answer it on the board. Then he asked them to listen to a CD containing the questions and the answers (an interview). He played it twice. After that he asked them to read in pairs. He helped them on pronunciation. Then he gave them vocabulary related to the interview. As he gave them vocabulary he tried to give them good examples. In the end he asked them to look for regular and irregular verbs and underline them. They made two lists. All the students participated.



12<sup>th</sup> B/C 7:30 – 8:20

Friday, 1<sup>st</sup> March 2013

Summary: Correcting and handing out the written test.

### **Observation**

The teacher delivered the tests from the highest mark to the lowest one. He made some commentaries while giving back the tests. He praised the students with high marks, and called attention to the ones with problems. Then he asked the students to do the correction on the board. Each student corrected one group of exercise. He went through groups explaining, correcting, completing, and clarifying them. In the end he asked a volunteer to read his/her composition which was about their family.

11<sup>th</sup> B/D 8:30 – 9:20

Friday, 1<sup>st</sup> March 2013

Summary: Block 3. Set 3. Reading spot.

### **Observation**

The teacher asked the students to open their book on page 42. They would do a listen and a reading activity. The teacher played a CD for the students to listen to the text and then read it. After playing the CD he asked the students some questions. Then five students read each part of the text. While the students were reading he gave the meaning of difficult words. After reading the teacher asked them to do activity A on page 43 on the board. He asked them to do activity B and C as homework.

11<sup>th</sup> F/G 9:30 – 10:20

Friday, 1<sup>st</sup> March 2013

Summary: Peter Hatcher's poem – listening and comprehension

### **Observation**

The teacher asked the students to do activity A on page 42 (talking spot). They worked in pairs. He supervised and helped them while doing the work. After that he played a

CD for the students to listen to Peter Hatcher's poem. Then he gave vocabulary. He asked them to do activity A and B as homework.

11<sup>th</sup> F/G 10:40 – 11:30

Tuesday, 5<sup>th</sup> March 2013

Summary: Peter Hatcher's poem – Activities C and D. Jobs – presentations

### **Observation**

The teacher asked the students to do activities C and D. The activity C was done orally and then written on the board. The teacher helped them. Then he asked them to match words with pictures related to the topic job. The student participated actively. They wrote the job's name on the board and then the teacher worked pronunciation with them.

12<sup>th</sup> E/F 11:40 – 12:30

Tuesday, 5<sup>th</sup> March 2013

Summary: Conclusion of the previous lesson. Passive voice – Introduction

Passive voice

Be + past participle

Examples:

1. Peter writes a letter.
  - A letter is written by Peter
2. John designs postcards
  - Postcards are designed by John.

### **Observation**

The teacher asked the students to correct the homework on the board. He selected students' name to go to the board and clarified any question. Then he introduced passive voice. He gave the basic structures followed by examples for them to analyse. He gave passive voice in present simple, present continuous, past simple, present perfect, future, and modal verb "can". He used singular and plural. He used different colours of chalk to

emphasize verb forms and eventual changes. Finally he gave them some exercise of application.

11<sup>th</sup> F/G 9:30 – 10:20

Wednesday, 6<sup>th</sup> March 2013

Summary: Passive voice – Introduction

Example:

1. Didi cleaned the table.
- The table was cleaned by Didi.

### **Observation**

The teacher introduced passive voice inductively. He told the rules and gave examples. He used different colours of chalk to emphasize important parts of the sentences. Then he asked the students to consult their books on page 49. He gave them an exercise in Portuguese for them to understand the rules better. In that exercise the students was supposed to generalize passive voice rule. After that he asked them to complete a table. The table contained the infinitive, simple past, and past participle of some verbs. They had to complete it with the missing forms. The students did very well. Then he asked them to do exercise C on page 50. The students showed that they had understood the rules. Finally he asked them to rewrite sentences on present or past passive voice. The students participated actively.

### **3.3. Teaching Practice stage**

In this stage trainees were supposed to prepare the classes under the supervision of the tutor. Trainees were also asked to prepare lesson plan and give it to the tutor for him to see if the objectives were being followed.

See annex 2.2

#### Lesson plan 10

Class: 12<sup>th</sup> E/F

Date: March 12<sup>th</sup>

Time: 11:40 – 12:30

Grade: 12<sup>th</sup>

Level: 4

Nº of students: 6

Duration: 50 min

Summary: Human rights in Cape Verde. Reading and comprehension

Content:

Objective 1: Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) - Warm up – Enable students to talk about their common knowledge and experience.

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Students.

Language: Unpredictable language.

Objective 3: (estimated time 15 minutes) - Reading for pronunciation - Enable students to improve their pronunciation.

Context: The text about human rights in Cape Verde

Activity and class organization: Individual work

Aids: Photocopies.

Language: Language of the text.

Objective 4: (estimated time 10 minutes) - Presentation Stage – Present the text's vocabulary

Context: The text.

Activity and class organization: Lockstep activity.

Aids: Photocopies, black board, chalk, pen and exercise book.

Language: Language/vocabulary of the text.

Objective 5: (estimated time 15 minutes) - Comprehension exercises – measure how well the students understood the text.

Context: Exercises

Activity and class organization: Individual work.

Aids: Photocopies, black board, chalk, pencil and exercise book.

Language: Language of the text.

### Lesson plan 11

Class: 11<sup>th</sup> F/G

Date: March 19<sup>th</sup>

Time: 10:40 – 11:30

Grade: 11<sup>th</sup>

Level: 3

Nº of students: 11

Duration: 50 min

Summary: Father's Day. Discussion and design of postcards

Content:

Objective 1: Introduce myself.

Context: Real/natural.

Objective 2: (estimated time 5 minutes) - Warm up – Enable students to talk about their common knowledge and experience.

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Students.

Language: Unpredictable language.

Objective 3: (estimated time 20 minutes) – Speaking activity - Give students the opportunity to give their impression about the role of fathers.

Context: The reality that they know

Activity and class organization: Lockstep activity

Aids: Students

Language: Unpredictable language

Objective 4: (estimated time 20 minutes) - Production Stage – Enable students to express their feeling in relation to their fathers.

Context: Postcards

Activity and class organization: Individual work

Aids: Paper, scissors, colour pen, and pencil

Language: Expressing feeling

Lesson plan 12

Class: 11<sup>th</sup> F/G

Date: April 10<sup>th</sup>

Time: 9:30 – 11:20

Grade: 11<sup>th</sup>

Level: 3

Nº of students: 11

Duration: 50 min

Summary: Block 3 set 3 Internet friendships: are they safe? Introduction

Content:

Objective 1: (estimated time 5 minutes) – Brainstorming – Enable students to talk about their common knowledge and experience.

Context: students' knowledge about the Internet

Activity and class organization: Lockstep activity.

Aids: Students.

Language: vocabulary related to the Internet

Objective 2: (estimated time 15 minutes) – Identify the advantages and the disadvantages of the Internet – See if students are able to distinguish the positive side of the Internet from the negative one

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Blackboard and chalk

Language: Unpredictable language.

Objective 3: (estimated time 15 minutes) – Reading for pronunciation – Give students the opportunity to practice their reading skills

Context: Three short texts containing opinions about Internet friendships

Activity and class organization: Individual work

Aids: Students' book

Language: Unpredictable language

Objective 4: (estimated time 15 minutes) - Exercises of comprehension – Measure how well students have understood the texts

Context: Exercises of comprehension

Activity and class organization: Individual work

Aids: Students' book, exercise book, and pencil

Language: answering questions

### Lesson plan 13

Class: 12<sup>th</sup> E/F

Date: April 16<sup>th</sup>

Time: 11:40 – 12:30

Grade: 12<sup>th</sup>

Level: 4

Nº of students: 6

Duration: 50 min

Summary: Reported speech: reported questions.

Objective 1: (estimated time 5 minutes) - Warm up – Enable students to talk about their common knowledge about reported speech.

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Students, chalk, and blackboard.



Language: verbs used in reported speech.

Objective 2: (estimated time 10 minutes) – Presentation stage – Enable students to discover the rules deductively.

Context: Classroom.

Activity and class organization: Lockstep activity.

Aids: Students, chalk, and blackboard

Language: Reported Imperative

Objective 3: (estimated time 15 minutes) – Practice stage – Give students the opportunity to put into practice what they have just learned.

Context: exercises

Activity and class organization: Individual work

Aids: Chalk, blackboard, exercise book, and pencil.

Language: Reported Imperative

Objective 4: (estimated time 15 minutes) – Revision of Reported Imperative – Measure how well students got the rules of Reported Questions

Context: Exercises

Activity and class organization: Individual work

Aids: Black board, chalk, pencil, and exercise book.

Language: Reported Questions

11<sup>th</sup> F/G 10:40 – 11:30

Tuesday, 16<sup>th</sup> April 2013

Summary: Modal verbs (revision)

### School rules

1. You must use/wear your uniform.

2. You mustn't talk to your classmate in class.
3. You should do your homework.
4. You can use your mobile phone during breaks.

Page 56 – Activity A

### **Observation**

The teacher introduced the lesson in a very interesting way: he asked the students if they should use/wear uniform, or if they must use/wear uniform. They answered that they must use/wear the uniform. He followed the same procedure with other examples, also using the negative form. The sentences were written on the board by the students. He took the advantage of the classroom context and objects to have examples from the students, for example uniforms and mobile phones. So he used available objects in the classroom. But overall, he talked about school rules. Then he asked the students to do activity A on page 56. The exercise was corrected on the board. Finally he asked them to do activity B at home.

\*Trainee Keila Rodrigues was supposed to teach this lesson, but as she was sick, teacher Guilherme Vieira taught it.

11<sup>th</sup> F/G 10:40 – 11:30

Tuesday, 16<sup>th</sup> April 2013

Summary: Preparation for the written test.

#### Objectives for the written test:

Modals, passive voice, and relative pronouns

Examples

#### Modals

1. You mustn't smoke in class.
2. You can't talk to the Director. He is very busy now.

#### Relative pronouns

1. An elephant is an animal which lives in both Africa and Asia.

2. Joe is a student who always does his homework.

### Passive voice

1. Bell invented the telephone.
  - The telephone was invented by Bell.
2. The teacher corrects the testes.
  - The testes are corrected by the teacher.

### **Observation**

The teacher wrote the objectives for the written test on the board. He left them there until the end of the class for further consultation. Then he gave exercises on each objective. He wrote the exercises on the board and selected students' name to go and do them on the board. During the exercises the students raised some questions (doubts) that were promptly clarified by the teacher. He did a kind of oral revision while he was writing the exercises on the board, with the aim of remembering the studied rules.

#### **4. Observation of the trainees**

All the trainees followed the same methods and procedures as the tutors did, although using their own creativity sometimes. For instance trainees asked students to write the summary on the board in order to practice their writing and increase their participation. They also called the students by their names when required. Although the trainees found some problems at the beginning they managed to overcome all the difficulties. At an early time they were adapted to the environment. Trainees showed confidence and competence on doing their works, of course, with the help of the tutors that answered promptly to all trainees' necessities. The students, especially those of 9<sup>th</sup> A, 11<sup>th</sup> F/G, and 12<sup>th</sup> E/F, were very polite to the trainees and helped them doing their work.

### **III- Conclusion**

At the end of six months teacher training the balance is very positive. The traineeship allowed me, as an inexperienced teacher, to have the opportunity to observe real teaching-learning context with real students. First of all, I had the chance to observe how experienced teachers managed the classes, that is, adjust English teaching methods to different and specific situations. Different classes sometimes require different teaching method for the same topic. The teachers (tutors) were wise enough to adapt suitable material for each lesson and class. They were also able to combine different teaching methods in a single class proving their expertise. They were prepared for all problems that would appear. They solved any eventual problem with wisdom. Their usage of the target language (English) in classes showed that is possible to make the teaching-learning process of English as a foreign language a rewarding task. Some students could feel confident to communicate in English at the end of a term. Some students were afraid of speaking English in the classes, but the teachers encouraged them to do it constantly. Another good point of doing the traineeship is fact that I was able to observe different kind of students and their behaviour. There were different students with different interests, and from different nationalities. I was also able to see that students' motivation was highly influenced by the time of the day. When they had class at 11:40 they were very tired and hungry. They would not pay much attention in the class and nor participate.

Another important fact about doing the traineeship is that I could realize that the physical conditions of the school influence the teaching-learning process. The students at 11 or 12 grades were not comfortable seating in the available chairs and tables. Such furniture was too short for them, and feeling uncomfortable can inhibit students' progress. Another problem that teacher and students faced was the problem of electricity. Sometimes teachers planned a lesson, but if there wasn't electricity it was very difficult to give that lesson.

Finally, I can say that I feel confident to teach English at any secondary school in Cape Verde. Despite of being put into contact with the real teaching-learning situation, I was also able to practice theory issues I have learnt in the subject of English Language teaching and not only. Moreover I could give my contribution on Cape Verdean education.

#### **IV- Bibliography**

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Barros, V., Correia, P. & Barros, L. (2006), *Spotlight 1: Nivel 3, Inglês 7º Ano, Spotlight 1 Workbook, & Spotlight 8: Nivel 4, Inglês 8º Ano*, Porto: Porto Editora

Hadfield, J. & Hadfield, C. (1999), *Simple Listening Activities*, Oxford & New York: Oxford University Press.

#### **Internet**

História do Liceu Ludgero Lima <http://www.liceuludgerolima.blogspot.com>, 2013-04-20, 10:57:09

**Note:** The English teachers made an academic collection from different books to teach lessons in the 11<sup>th</sup> and 12<sup>th</sup> grade, but in the 9<sup>th</sup> grade they followed the book and the workbook Spotlight 1.

## **V- Annexes**

## 1. Annexes (Teacher Fedra Monteiro)

### Annex 1.1

# 25 Jobs

LANGUAGE 'Jobs' vocabulary area (for example, postman, dentist, waiter).  
TECHNIQUE Listen and guess.  
MATERIALS The short descriptions of jobs below.  
PREPARATION You might want to adapt, or add to, the descriptions.  
TIME GUIDE 30 minutes.

**Warm-up**

1 Write up the following words on the board:  
*delivers uniform cap*  
*apron scissors needle*  
*drives makes uses coat*  
Ask the learners to divide them into these three groups:  
things we do  
things we use  
things we wear

2 Explain any unfamiliar words. Then ask the class what they think the listening text will be about.

**Listen and guess**

3 Tell the learners to write the numbers 1 to 6. Tell them you are going to describe six jobs without mentioning the names of the jobs. They must guess the jobs you are describing.

4 Read the six descriptions. Tell the learners just to listen and not to write anything for the moment.

Number one. He wears a uniform and drives a van or rides a bicycle. He gets up very early in the morning to deliver letters to people's houses.

Number two. You go and see this person when you have toothache. He or she wears a white coat and uses a drill.

Number three. This person brings you food and drink when you are in a restaurant.

Number four. She wears a uniform and works in a hospital. She cares for people when they are ill.

Number five. He makes clothes for men. He has a shop where he sells the clothes.

Number six. He wears a white coat and sometimes a white hat. He makes bread and cakes and sells them in a shop.

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Follow-up



## Jobs 25

- 5 Read the descriptions again. This time, the learners should write down the names of the jobs.
- 6 Repeat the descriptions once more. Tell the learners to check their answers in pairs.
- 7 Ask for volunteers to come and write the answers on the board (1 postman; 2 dentist; 3 waiter/waitress; 4 nurse; 5 tailor; 6 baker).

### Follow-up

Get the learners to make their own descriptions of jobs. Put these substitution tables on the board to help them:

He	works	indoors.
She		outdoors.

He	wears	smart clothes.
She		a uniform.
		a white coat.

He	mends	_____.
She	makes	
	sells	
	grows	
	looks after	

They should think of a job and choose words from the framework to describe it. Ask individual learners to read out their descriptions and get other learners to guess the job.

Test 1 9<sup>th</sup> G 1<sup>st</sup> Trimester

Teacher's Sign. _____	Student Aval. _____
Ludgero Lima High School	
20012/13	English Test
9 <sup>th</sup> Grade	
Name: _____	nº _____ Class: _____ Grade: _____

**James's daily routine**



Hello, my name's James Stuart and according to my parents I'm a very bizarre thirteen years old boy. The reason they say that, is because I behave in an eccentric way.

I always wake up very early and go to our house's terrace to look at the stars. I imagine travelling around them and being a famous astronaut (that's what I dream of being when I get an adult).

Before I go to school I rarely take a complete shower and then I listen to loud music of Avril Lavigne my favourite singer. My breakfast is just some English biscuits with half cup of milk.

I sometimes go to school by bus but I prefer to walk and get fresh air, so I can listen to some music in my iPod.

I get at school and always sit at the back rank of the classroom where once in a while I get a nap. I don't like to talk with my colleagues in class because they upset me with their peculiar sounds and acting.

I reach home around 12:45 p.m. and take a complete nap before I have lunch which has to be with rice and potatoes but no salad.

I rarely study more than half an hour in the afternoon. I hate homework!

I watch some TV and chat on the net (with some foreign students) until is time to drink some banana and milk shake for dinner.

I wash my teeth and never wash my face before going to bed and I sleep early before I read some pages of a book.

**Test B**

Name: \_\_\_\_\_ n° \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_

**A- True(T) / False(F). Correct The false Statements**

1-James goes to school when he wakes up. ☐

\_\_\_\_\_

2-James would like to be in the state ☐

\_\_\_\_\_

3-James always washes all his body before school. ☐

\_\_\_\_\_

4- James listens to music while going to school. ☐

\_\_\_\_\_

**B-Answer the questions based on the text:**

1-Why do James' parents call him bizarre?

\_\_\_\_\_

2- What does James want to be when he gets older?

\_\_\_\_\_

3- Does James always have an entire breakfast? Why (not)?

\_\_\_\_\_

4-Why does James like to walk to school?

\_\_\_\_\_

5-Does James have lunch when he reaches home? Why (not)?

\_\_\_\_\_

6- Is James fond of studying? Justify.

\_\_\_\_\_

**E- Choose the best answer:**

- 1- James' parents \_\_\_\_\_ a nice house downtown.  
a) have got b) has got c) hasn't got
- 2- James \_\_\_\_\_ to chat on the net.  
a) don't like b) like c) likes
- 3- Right now I \_\_\_\_\_ James  
a) Visits b) is visiting c) am visiting
- 4- \_\_\_\_\_ you \_\_\_\_\_ to James now?  
a) Do....talk b) Are...talking c) Are...talk
- 5- Beto \_\_\_\_\_ to James' house every day.  
a) Is phoning b) phones c) phone
- 6- Beto \_\_\_\_\_ a teenager..  
a) is b) am c) have got

**D- Complete the exercises using -ing or infinitive:**

- 1- Beto and James enjoy (chat) \_\_\_\_\_ on the net for hours.
- 2- James hates (watch) \_\_\_\_\_ horror films on TV.
- 3- My favourite hobby is (listen) \_\_\_\_\_ to pop songs.
- 4- Are you fond of (ride) \_\_\_\_\_ your bike?
- 5- James likes (listen) \_\_\_\_\_ to music, so he wants (buy) \_\_\_\_\_ new cds.

**C- Complete the questions in A with the question words and match them with the answers in B:**

who / what / when / where / why / which

A

B

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1- _____ does James go to school? | _____ A- Avril Lavigne's songs |
| 2- _____ is James's right now?    | _____ B- Because he's ill.     |
| 3- _____ one is James's house?    | _____ C- It's Angelica         |
| 4- _____ songs does James like?   | _____ D- He's at school.       |
| 5- _____ 's James's Godmother?    | _____ E- It's the green one    |
| 6- _____ is James sad?            | _____ F- Early in the morning  |

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

### III- Writing

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A faint circular watermark or logo is visible near the top center, but it is too light to discern clearly. The paper appears to be from a notebook or a set of legal pads.



Test 2 9<sup>th</sup> Grade 1<sup>st</sup> Trimester: Test A

Teacher's Sign. _____	Student Aval. _____
Ludgero Lima High School	
20012/13	English Test
9 <sup>th</sup> Grade-2 <sup>nd</sup> test	
Name: _____	n° _____ Class: _____ Grade: _____

**Test A**

**A day in the life of an English girl**

Paige wakes up at 7 every day. Her bedroom is painted pink, her favourite color. She likes to watch TV while her parents are still asleep.



"I get up before everyone else and help myself to a drink, because I can't wait to start the day. I play with my hamster, Hamish. Then I prepare breakfast for myself and for Sarah, my sister. We eat cereals and toast with peanut butter and sometimes drink orange squash. After breakfast I brush my teeth before I get dressed.

We usually walk to school. If it's raining we go to school by car. At school everything is fun. I love drawing. My kitchen wall is covered with the pictures I make at school. Mum likes them. In the afternoon I clean my hamster's cage.

I like taking care of Hamish, but I hate carrying my toys and clothes back up to my bedroom.

My favourite meal is roast meat or chicken with roast potatoes, vegetables and gravy. I also like pasta with tuna fish, fish fingers or salads. I don't like soup very much. When I invite school friends' home for tea, we have chocolate biscuits Hmmmmm!

My dream is to be a vet and have a horse of my own. I want to fly around the world to see different people in faraway places."

**A-Answer the questions based on the text:**

1-What's Paige's favourite color?

\_\_\_\_\_

2- When does she like to watch TV?

\_\_\_\_\_

3- What does Paige do after playing with her pet?

\_\_\_\_\_

4-How often do Paige and her sister drink orange squash?

\_\_\_\_\_

5-Does Paige ever go to school by car? When is it?

\_\_\_\_\_

**B- Choose the right options:**

- 1- Paige \_\_\_\_\_ wakes up early  
a) always    b) never    c) usually
- 2- Paige watches TV \_\_\_\_\_ her parents are sleeping.  
a) After    b) before    c) during
- 3- Paige brushes her teeth \_\_\_\_\_ she puts on her clothes.  
a) While    b) after    c) before
- 4- Her kitchen is covered with \_\_\_\_\_  
a) drawings    b) pink papers    c) toys

**C-Order Paige's activities according to the text sequence:**

- a) \_\_\_\_\_ Paige watches TV
- b) \_\_\_\_\_ Paige walks to school
- c) \_\_\_\_\_ Paige cleans her pet
- d) \_\_\_\_\_ Paige carries the toys to the bedroom
- e) \_\_\_\_\_ Paige has classes
- f) \_\_\_\_\_ I \_\_\_\_\_ Paige wakes up
- g) \_\_\_\_\_ Paige has breakfast with Sarah
- h) \_\_\_\_\_ Paige plays with her pet
- i) \_\_\_\_\_ Paige has a drink

**D- Complete the exercises using simple present of the verbs in brackets:**

- 1- Paige (sleep/not) \_\_\_\_\_ late at night.
- 2- She (have got) \_\_\_\_\_ a nice sister. Her sister's name (be) \_\_\_\_\_ Sarah.
- 3- I (watch) \_\_\_\_\_ TV everyday but I (watch/not) \_\_\_\_\_ the news.
- 4- These students (play) \_\_\_\_\_ basketball during the school breaks.
- 5- \_\_\_\_\_ (Paige/like) to play basketball? Yes, she \_\_\_\_\_.

**E- Build sentences using simple present , , or have got:**

- 1- house / Sarah / modern / a  
\_\_\_\_\_
- 2- long / brown / hair / Paige / eyes / and / blue  
\_\_\_\_\_
- 3- Paige / student / good / but / Sarah / not / student / good / a  
\_\_\_\_\_
- 4- Their / not / mother / home / at / Sundays / on  
\_\_\_\_\_

Test A

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**F- Underline the best answers indefinite article:**

- 1- There's ( **a** / **an** ) uniform on the table
- 2- I've got ( **an** / **a** ) Ostrich. It's ( **a** / **an** ) African big bird.
- 3- My teacher has got ( **a** / **an** ) European map on her office's wall. It's ( **a** / **an** ) big map.

**G- Rewrite the following sentences by placing the adverbs of frequency:**

- 1- Paige doesn't go to the church on Saturdays ( **usually** )  
\_\_\_\_\_
- 2- Sarah and Paige are ready for school on Fridays ( **never** )  
\_\_\_\_\_
- 3- Do you travel abroad during the holidays? ( **often** )  
\_\_\_\_\_



Test A

Name: \_\_\_\_\_ n° \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_

H- Write few lines about your daily routine.

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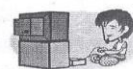
Test 2 9<sup>th</sup> Grade 1<sup>st</sup> Trimester: Test A

Teacher's Sign. _____	Student Aval. _____
20012/13	Ludgero Lima High School
	English Test
Name: _____	9 <sup>th</sup> Grade-2 <sup>nd</sup> test
n° _____	Class: _____ Grade: _____

**Test B**

**A day in the life of an English girl**

Paige wakes up at 7 every day. Her bedroom is painted pink, her favourite color. She likes to watch TV while her parents are still asleep.



"I get up before everyone else and help myself to a drink, because I can't wait to start the day. I play with my hamster, Hamish. Then I prepare breakfast for myself and for Sarah, my sister. We eat cereals and toast with peanut butter and sometimes drink orange squash. After breakfast I brush my teeth before I get dressed.

We usually walk to school. If it's raining we go to school by car. At school everything is fun. I love drawing. My kitchen wall is covered with the pictures I make at school. Mum likes them. In the afternoon I clean my hamster's cage.

I like taking care of Hamish, but I hate carrying my toys and clothes back up to my bedroom.

My favourite meal is roast meat or chicken with roast potatoes, vegetables and gravy. I also like pasta with tuna fish, fish fingers or salads. I don't like soup very much. When I invite school friends' home for tea, we have chocolate biscuits Hmmmmm!

My dream is to be a vet and have a horse of my own. I want to fly around the world to see different people in faraway places."

**A-Answer the questions based on the text:**

1-What's Paige favourite time to watch TV?

\_\_\_\_\_

2- When does she play with her pet?

\_\_\_\_\_

3- Who's Hamish?

\_\_\_\_\_

4-How often do Paige and her sister walk to school?

\_\_\_\_\_

5-What does Paige want to be when she gets older?

\_\_\_\_\_

**B- Choose the right options:**

- 1- Paige watches TV \_\_\_\_\_ her parents wake up.  
a) after b) before c) if
- 2- Paige has breakfast \_\_\_\_\_ she plays with Hamish.  
a) after b) before c) while
- 3- Paige can't stand \_\_\_\_\_  
a) carrying her books to the library b) carrying her toys c) playing with Hamish
- 4- Paige is very fond of \_\_\_\_\_  
a) drawings b) soup c) chocolate biscuits

**C- Order Paige's activities according to the text sequence:**

- a) \_\_\_\_\_ Paige walks to school
- b) \_\_\_\_\_ Paige plays with her pet
- c) \_\_\_\_\_ Paige carries the toys to the bedroom
- d) \_\_\_\_\_ Paige has classes
- e) \_\_\_\_\_ Paige watches TV
- f) \_\_\_\_\_ Paige has breakfast with Sarah
- g) \_\_\_\_\_ Paige has a drink
- h) 1 \_\_\_\_\_ Paige wakes up
- i) \_\_\_\_\_ Paige cleans her pet

**D- Complete the exercises using simple present of the verbs in brackets:**

- 1- Paige (watch) \_\_\_\_\_ TV early in the morning.
- 2- She (be/not) \_\_\_\_\_ a bad girl. She (have got) \_\_\_\_\_ many friends.
- 3- They (watch/not) \_\_\_\_\_ TV everyday but they (chat) \_\_\_\_\_ on the net.
- 4- This student (play) \_\_\_\_\_ basketball during the school breaks.
- 5- \_\_\_\_\_ (you/go) to school on foot? No, I \_\_\_\_\_.

**E- Build sentences using simple present of to or have got:**

- 1- Paige / brown / old / a / guitar  
\_\_\_\_\_

- 2- short / Paige / but / Sarah / tall  
\_\_\_\_\_

- 3- Paige / classes / French / the / in  
\_\_\_\_\_

- 4- Their / not / father / job / a / good  
\_\_\_\_\_

Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

**F- Underline the best answers indefinite article:**

- 1- There's ( **a** / **an** ) huge uniform on the table
- 2- I've got ( **an** / **a** ) tiger. It's ( **an** / **a** ) Asian wild animal.
- 3- My teacher has got ( **an** / **a** ) Brazilian map on her office's wall. It's ( **an** / **a** ) old map.

**G- Rewrite the following sentences by placing the adverbs of frequency:**

- 1- Paige goes to the church on Saturdays ( **rarely** )

\_\_\_\_\_

- 2- Sarah doesn't have classes in the evenings. ( **usually** )

\_\_\_\_\_

- 3- Paige isn't at school library. ( **often** )

\_\_\_\_\_

Test B

Name: \_\_\_\_\_ n° \_\_\_\_\_ Class \_\_\_\_\_ Grade \_\_\_\_\_

H- Write few lines about your daily routine.

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Test 1 11<sup>th</sup> Grade 1<sup>st</sup> Trimester

20012/13		LUDGERO LIMA HIGH SCHOOL	
		ENGLISH TEST	11 <sup>th</sup> GradeLevel 5
		1 <sup>st</sup> Trimester	
Name:	_____	n:	_____
Class:	_____	Grade	_____
Teacher's Sign.	_____	Student's Evalu.	_____



### Bike Riding

Sandy Lou

It is the summer of 2000. The summer just after grade six ends. I am very bored, so I feel like going out for a bike ride. The wind has a grassy smell to it. The strong smell of freshly cut grass makes me want to sneeze. You can hear sprinklers in every corner. I like summer. Summer is fun.

My bike comes across April's house and I suddenly decided to see if she would like to bike with me. I ring her doorbell, "Ding dong," and surprisingly she is home. She grabs her bike and we bike around the neighbor for half an hour. We are not going anywhere fun, but just riding around the block, so April decides to lead me into a remote trail that she heard of. I don't know what the trail is called or where it is; but, having fun is everything.

Just a few turns and we are in front of a sign reading, "Agyle Trail". The trail is very dark and has a zigzag pattern to it. There are all sorts of trees, some tall, some short with different colors of green. The ground has blotches of

green and chunks of wood cover the rest of the trail. The sound of our movements echo through the bushes and we shiver.

I no longer want adventure, but home. I have no idea where we are. We must continue down the trail. Suddenly, a steep slope comes out of nowhere and I zoom down it at a speed as fast as my bike can go. The wind blows against me harder and harder.

We continue down the trail until we hear the sound of cars nearby. We run towards the street. The street looks familiar and we finally come across April's house. We survived, but I have a cast on my pinky for two weeks. We both promise that this trip to Agyle trail will forever be our secret. When I go home, I am going to tell my parents that my bike fell on me.

**Vocabulary:** Grassy- Cheiro de relva /Sneeze – Espirrar / Grab- Agarrar Trail-Caminho / Blotches- Manchas/Shiver-tremor

Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

I- Comprehension

A- Find evidences on the text that prove the following sentences:

1- April isn't always available to ride her bike

\_\_\_\_\_

2-The trail wasn't nearby the neighborhood

\_\_\_\_\_

3- The girls' voices were repeating throughout the bushes.

\_\_\_\_\_

B- Answer the questions based on the text:

1- How's Sandy Lou temper today?

\_\_\_\_\_

2- Did Sandy and April have any new plan after leaving home? Justify.

\_\_\_\_\_

3- Did Sandy disagree with April's new idea? Why (not)?

\_\_\_\_\_

4- "I no longer want adventure but home." Explain Sandy's expression.

\_\_\_\_\_

5- What's Sandy excuse to her parents after she reaches home?

\_\_\_\_\_

6- Do you think Sandy enjoyed her secret adventure? Why (not)?

\_\_\_\_\_

**C- Write opposite of the following words:**

- 1- After \_\_\_\_\_ 3- Pull \_\_\_\_\_ 5- Down \_\_\_\_\_  
2- Fun \_\_\_\_\_ 4- Light \_\_\_\_\_ 6- End \_\_\_\_\_

**D- Complete the following text with words below:**

**highlight/ Inter Rail /family /event/ abroad/ marvelous/ have  
lived/ forward**

The best \_\_\_\_\_ of my life was three years ago when I travelled  
\_\_\_\_\_ with my whole family to Nebraska. We met our uncles that  
\_\_\_\_\_ there for years and it was awesome! We travelled in the  
\_\_\_\_\_ which wasn't that expensive but a \_\_\_\_\_ experience.  
My parents told me that the \_\_\_\_\_ of their holiday was when we  
could be all together and had the chance to make a  
\_\_\_\_\_ picture. I look \_\_\_\_\_ to my next summer holiday  
that will be in Vanessa with my friends.

**II- Grammar**

**E- Choose the right choice and use to complete the following sentences:**

- 1- My friend April \_\_\_\_\_ (ride/just) her bike at the park.  
2- April \_\_\_\_\_ (get) very ill two weeks ago.  
3- I \_\_\_\_\_ (visit) April last night while her parents \_\_\_\_\_ (prepare)  
some food for her.  
4- Today I \_\_\_\_\_ (not/visit) her because I have Physical Education  
classes.  
5- \_\_\_\_\_ (see/she) doctor yet? Yes, she \_\_\_\_\_ (do) it yesterday.  
6- This morning the doctor \_\_\_\_\_ (call) her home and talked to her  
7- Sue \_\_\_\_\_ (phone/usually) April for some adventure too.  
8- Next summer holiday Sue \_\_\_\_\_ (travel) abroad with her parents.



### Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

### III- Writing

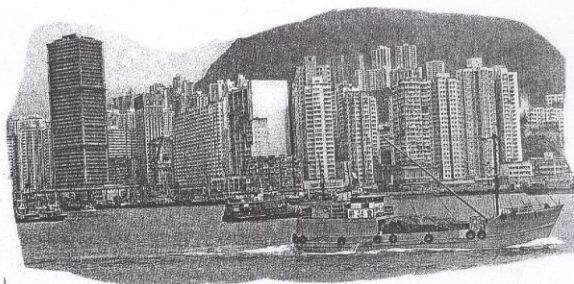
Write few lines about your last summer holidays. Don't forget to mention:  
Where you went / what you did / Whom you went with / if you liked it / etc

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of legal pads. There is no handwriting or other markings on the page.

Test 2 11<sup>th</sup> Grade 1<sup>st</sup> Trimester: Test A

Teacher's Sign. _____	Student's Evalu. _____
20012/13	LUDGERO LIMA HIGH SCHOOL ENGLISH TEST
Name: _____	11 <sup>th</sup> GradeLevel 5 1 <sup>st</sup> Trimester – 2 <sup>nd</sup> test
n: _____	Class: _____ Grade _____

This is  
where  
I live



1 I live in Helsinki, the capital of Finland. We have a long winter here, but cold, rain and snow don't scare us a bit. One of the best parts of our city is the City Zoo. First of all, it takes up a whole island. Its speciality is the really beautiful polar animals. One of the advantages of living in Helsinki is that you can ski in the city parks at night. Pretty cool, isn't it? My Mum and my three sisters like doing a little skiing before going to bed. I can tell you that you don't have any problem sleeping afterwards! Another good thing about living here is that almost everyone has a sauna at their house!

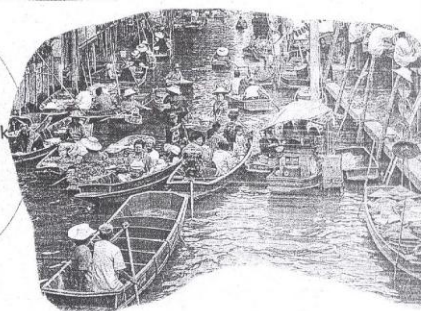
Maya, 13

2 I live in Bangkok, in a rose garden. I'm not kidding! Rose Garden is a very famous place in the city because the people that work and live here practise many Thai traditions. Although the Rose Garden is quiet, the city around it is incredibly noisy. I don't think I could ever live in modern Bangkok but I think I would like to work in one of the modern skyscrapers. The Chao Phraya river is a very important part of life in Bangkok. It's the biggest river I've ever seen. In the old days there were no streets in the city, just canals, and everybody lived in houses on stilts.

Pam, 13

3 I live in one of the biggest cities in the world. More than 15 million people live here. One of the most amazing things to see in Hong Kong is the markets. You can find just about everything in them. There are also streets specializing in different items. Just as an example, there are certain streets whose shops only sell electronic goods: miles and miles of computers. When I grow up I want to be a marine biologist. I like to think that one day I will help save this port from the pollution and the disasters we cause. My father says Hong Kong is changing at an unbelievable rhythm. All I know is that it is a very important city and I have great fun here.

Tony, 14



Test A

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

I- Comprehension

A- Answer the questions based on the text:

1-Why would Maya like to live in Helsinki?

\_\_\_\_\_

2-How do Maya and her family sleep after skiing?

\_\_\_\_\_

3-What makes Rose Garden well-known?

\_\_\_\_\_

4-Which career does Tony want to follow when he grows up? Why?

\_\_\_\_\_

5- Does Tony enjoy living in Hong Kong? Justify.

\_\_\_\_\_

B- Who says what?

1- It's entertaining to live here

\_\_\_\_\_

2- I would better work than live in this city.

\_\_\_\_\_

3- The city specializes in different technologies.

\_\_\_\_\_

4- The weather is no problem for us.

\_\_\_\_\_

C- These sentences are wrong. Correct them.

1-The place where Pam lives is well-known because there you can find lots of beautiful flowers.

\_\_\_\_\_

2- Helsinki is located on a continent.

\_\_\_\_\_

3- Hong Kong is much the same now as it was in the past.

\_\_\_\_\_

D- Write opposite of the following words:

1- Long \_\_\_\_\_ 3- Advantage \_\_\_\_\_ 5- Big \_\_\_\_\_

2- Best \_\_\_\_\_ 4- Quiet \_\_\_\_\_ 6- Old \_\_\_\_\_



## II- Grammar

**E- Use comparative or superlative of the adjectives in brackets to complete the following sentences:**

- 1- My city can be as (modern) \_\_\_\_\_ any other city in Europe.
- 2- Maya considers Helsinki's winters (long) \_\_\_\_\_ winters of Europe.
- 3- According to Pam Bangkok is (exciting) \_\_\_\_\_ than Helsinki.
- 4- Tony knows smart boys but Maya can be (knee) \_\_\_\_\_ among them.
- 5- The city of Bangkok is hot but it isn't as (hot) \_\_\_\_\_ Bombay.

**F- Complete the chart that follows using comparison of adjectives :**

Adjective	Positive degree Inferiority	Comparative degree of superiority	Superlative degree of inferiority
good			
jealous			

**G- Complete with will or going to future:**

- 1- **Tony:** I have got no money to purchase the computer.  
**Maya:** Sorry! Your mother has already asked me for some but I \_\_\_\_\_ you some. **(Not /Lend)**
- 2- **Maya:** Let's visit Garden Rose next fall!  
**Pam:** Yes, great! We \_\_\_\_\_ the train tickets tomorrow! **(Buy)**
- 3- **Pam:** Maya, the phone is ringing!  
**Maya:** I've already heard it. I \_\_\_\_\_ it! **(Get)**
- 4- Look at Pam! \_\_\_\_\_ she has got backache and she bending. I'm not sure but maybe she's \_\_\_\_\_ to the hospital. **(Go)**

### Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

### I- Writing

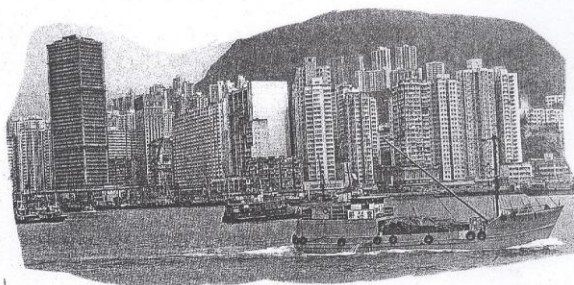
E-Write few lines about your favourite city.

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Test 2 11<sup>th</sup> Grade 1<sup>st</sup> Trimester: Test B

Teacher's Sign. _____	Student's Evalu. _____
20012/13	LUDGERO LIMA HIGH SCHOOL ENGLISH TEST
	11 <sup>th</sup> Grade Level 5 1 <sup>st</sup> Trimester – 2 <sup>nd</sup> test
Name: _____	n: _____ Class: _____ Grade _____

This is  
where  
I live



1 I live in Helsinki, the capital of Finland. We have a long winter here, but cold, rain and snow don't scare us a bit. One of the best parts of our city is the City Zoo. First of all, it takes up a whole island. Its speciality is the really beautiful polar animals. One of the advantages of living in Helsinki is that you can ski in the city parks at night. Pretty cool, isn't it? My Mum and my three sisters like doing a little skiing before going to bed. I can tell you that you don't have any problem sleeping afterwards! Another good thing about living here is that almost everyone has a sauna at their house!

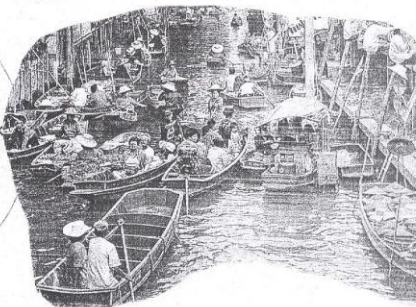
Maya, 13

2 I live in Bangkok, in a rose garden. I'm not kidding! Rose Garden is a very famous place in the city because the people that work and live here practise many Thai traditions. Although the Rose Garden is quiet, the city around it is incredibly noisy. I don't think I could ever live in modern Bangkok but I think I would like to work in one of the modern skyscrapers. The Chao Phraya river is a very important part of life in Bangkok. It's the biggest river I've ever seen. In the old days there were no streets in the city, just canals, and everybody lived in houses on stilts.

Pam, 13

3 I live in one of the biggest cities in the world. More than 15 million people live here. One of the most amazing things to see in Hong Kong is the markets. You can find just about everything in them. There are also streets specializing in different items. Just as an example, there are certain streets whose shops only sell electronic goods: miles and miles of computers. When I grow up I want to be a marine biologist. I like to think that one day I will help save this port from the pollution and the disasters we cause. My father says Hong Kong is changing at an unbelievable rhythm. All I know is that it is a very important city and I have great fun here.

Tony, 14





Test B

Name: \_\_\_\_\_ n: \_\_\_\_\_ Class: \_\_\_\_\_ Grade: \_\_\_\_\_

I- Comprehension

A- Answer the questions based on the text:

1-How does Maya feel about Helsinki's weather?

\_\_\_\_\_

2-What's one benefit for living there?

\_\_\_\_\_

3-Is Rose Garden an essential place in Bangkok? Why?

\_\_\_\_\_

4-Why does Tony admire the markets in Hong Kong?

\_\_\_\_\_

5- Which career does Tony intent to follow in the future? Why?

\_\_\_\_\_

B- Who says what?

1- My city has got a huge population. \_\_\_\_\_

2- Sports are good to settle you down. \_\_\_\_\_

3- The city costumes make it important. \_\_\_\_\_

4- This place is changing in a fast rhythm. \_\_\_\_\_

C- These sentences are wrong. Correct them.

1-The place where Pam lives is well-known because there you can find lots of beautiful flowers.

\_\_\_\_\_

2- Helsinki is located on a continent.

\_\_\_\_\_

3- Hong Kong is much the same now as it was in the past.

\_\_\_\_\_

D- Write opposite of the following words:

1- Modern \_\_\_\_\_ 3- Good \_\_\_\_\_ 5- Live \_\_\_\_\_

2- Different \_\_\_\_\_ 4-First \_\_\_\_\_ 6- Like \_\_\_\_\_

## II- Grammar

### E- Use comparative or superlative of the adjectives in brackets to complete the following sentences:

- 1- I live in a nice city. Maybe it's (nice) \_\_\_\_\_ one I've ever visited.
- 2- Maya considers Helsinki not as (awful) \_\_\_\_\_ Tony's city.
- 3- Pam lives with her family who can be (enjoyable) \_\_\_\_\_ family in Helsinki.
- 4- Tony is handsome. He's (handsome) \_\_\_\_\_ than his brother.
- 5- The city of Bangkok is as (awesome) \_\_\_\_\_ Bombay.

### F- Complete the chart that follows using comparison of adjectives :

Adjective	Positive degree Superiority	Comparative degree of Inferiority	Superlative degree of Superiority
sensible			
sunny			

### G- Complete with will or going to future:

- 1- **Tony:** I have got no money to purchase the computer.  
**Maya:** Don't worry! I \_\_\_\_\_ you some. (**Lend**)
- 2- Maya and Pam \_\_\_\_\_ Garden Rose next fall. They have already bought the train tickets. (**Visit**)
- 3- Pam: Maya, your teacher phoned you last night.  
Maya: Oh really? If she phones back tell her that I \_\_\_\_\_ her soon. (**Talk**)
- 4- Look at Pam! She has got backache and she's bending. I'm sure she's \_\_\_\_\_ towards the hospital. (**Walk**)



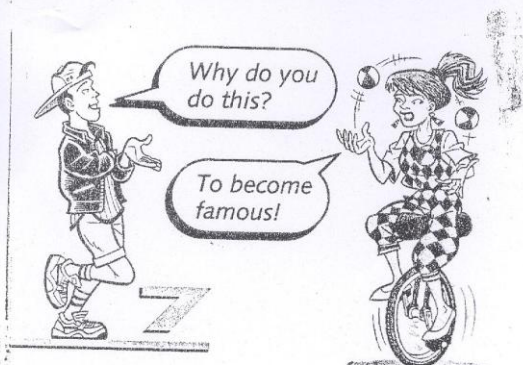
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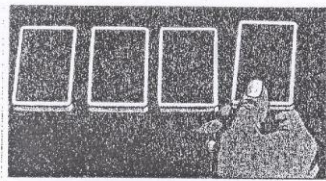
## I- Writing

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of legal pads. There is no handwriting or other markings on the page.

## Annexes 2 (Teacher Guilherme Vieira)

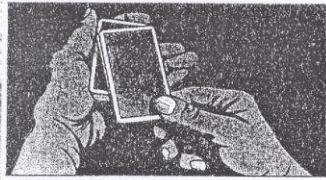
### Annex 2.1





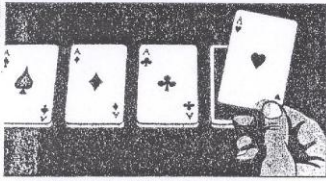
**A**

Cut the pack into four equal piles and put them on the table from left to right.




**B**

Before you start, put the aces on the top of the pack.



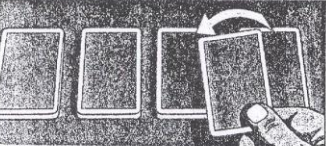
**C**

Turn the top cards over.



**D**

Move the top cards from the three piles without aces several times.



**E**

Move the three top cards from the pile on the right. Take one at a time.

- 1**
- Listen to a magician teaching Ben a card trick. Number the pictures in the correct order.

EXAMPLE: B = 1

- 2**
- Listen again. Match these sequence markers *first, finally, next, then* with the instructions in exercise 1.

EXAMPLE: A = first

- 3**
- a) Match each instruction in exercise 1 with its purpose. Write sentences if you can.

- to confuse people
- to get an ace on top of each pile
- to show people the aces
- to keep the aces on the pile on your right
- to have them ready for the trick

EXAMPLE: *Before you start, put the aces on top of the pack to have them ready for the trick.*

- b) Listen again and check your sentences.

- 4**
- Talk about five things you would really like to have or places you would really like to visit. Say why, like this:

*I'd really like to have a camcorder to video my brother when he's being silly.*

- 5 Think about writing**
- a) In what order are the words *then, next, first, finally* used?
- b) Write a paragraph about Ben and the card trick. Use sequence markers and explain the purpose of each step. Start like this:
- First, Ben cut the pack into four equal piles.*

Grammar check 3: Infinitive of purpose





Annex 2.2

**Human rights in Cape Verde**

The government generally respected the human rights of its citizens; however, there were problems in some areas. Despite Government efforts to control beatings by police officers, there continued to be reports of police abuse. Prison conditions are poor. The judicial system is overburdened with lengthy trial delays. Violence and discrimination against women and mistreatment of children continued to be serious problems. Although the government supported legislation to stop these problems, it failed to adopt, implement, and enforce policies designed to address the most critical challenges. (...)

The constitution provides for freedom of speech and of the press and the Government generally respects these rights in practice (...) However, in previous years, there were reports in which people in the media who didn't agree with the government and ruling party were transferred, fired or subjected to other disciplinary actions.

The constitution prohibits discrimination based on race, sex, religion, disability, language, or social status. (...)

Domestic violence against women, including wife beating, remains common. The government and civil society encourages women to report criminal offences such as rape and spousal abuse to the police. However, longstanding social and cultural values restrain victims from doing so and according to the media, such reports remain rare. Nevertheless, such reports to the police increased during the year, and the media continued to report their occurrence as well. Violence against women has been the subject of extensive public service media coverage in both government and opposition-controlled media (...)

The constitution prevents discrimination against women in inheritance, family, and custody matters; however, largely, because of illiteracy, most women are unaware of their rights. For example, some women are pressured to sign judicial agreements that damage their statutory inheritance rights.

In July 2000, a group of female attorneys formed the Women Jurists Association, an association whose purpose is to provide free legal assistance to women throughout the country suffering from social abuse (both violence and discrimination) and spousal abuse. (...)

Child abuse and mistreatment, sexual violence against children, and juvenile prostitution are problems, made worse by chronic poverty, large unplanned families, and traditionally high levels of emigration of adult men. The media reported cases of sexual abuse against children and adolescents. The inefficiencies of the judicial system made it difficult for government institutions to solve the problem.

There is no discrimination against people with disabilities in employment and education; however, although the constitution mandates "special protection" for the aged and people with disabilities, the Government does not require access to public buildings or services for people with disabilities. (...)

There are no establishment minimum rates in the private sector. Large urban private employers link their minimum wages to those paid to civil servants. For an entry-level worker, this wage is approximately \$120 (9,600 Cape Verdean escudos) per month. The majority of jobs pay insufficient wages to provide a worker and family with decent standard of living; most workers also rely on second jobs, extended help, and subsistence agriculture. (...)

There is no legal provision for workers to remove themselves from unsafe working conditions without their jobs. (...)

**TRUE or FALSE? Correct the FALSE ones.**

- a.) There are no reports of police abuse.
- b.) The judicial system functions always on time.
- c.) Everyone generally has the right to express freely.
- d.) The constitution discriminates against race, sex, religion, disability, language, or social status.
- e.) Marital status is generally reported to the police.
- f.) Cultural values lead the victims of rape to report their situation to the police.
- g.) Women are not given equal pay at work.
- h.) The Constitution entitles men and women to equal rights regarding inheritance, family, and custody matters.
- i.) Concerning child abuse, the judicial system and the Government are very efficient.
- j.) Although old and disabled people are not discriminated against, the Government does not protect them.
- k.) The majority of people in Cape Verde earn money enough to provide a good standard of living.

Complete the sentences using the vocabulary below.

discrimination	prevents	beating	self-censorship	illiterate
report	violence	restrained	employment	women
				equality

- a.) The police unfortunately keep on \_\_\_\_\_ the prisoners in Cape Verde.
- b.) \_\_\_\_\_ against women must be fought in order to have a fair world.
- c.) We hope that in the future, differently from the past, there will be no \_\_\_\_\_ of media.
- d.) If people didn't feel ashamed of being raped, they would \_\_\_\_\_ to the authorities every case of sexual abuse.
- e.) Due to Cape-Verdean cultural values, men still use \_\_\_\_\_ against women.
- f.) Women Jurists Association fights for \_\_\_\_\_'s rights.
- g.) The Constitution \_\_\_\_\_ child abuse.
- h.) Victims of violence feel \_\_\_\_\_ from reporting their situation to the police due to longstanding social values.
- i.) The Constitution provides for complete \_\_\_\_\_.
- j.) Many people are not aware of their rights because they are \_\_\_\_\_.
- k.) The Human Rights Declaration defends \_\_\_\_\_ for everybody.



**Zone 3**

**Activity 3 READING**

**Teenagers and drugs**

The following texts deal with different kinds of drugs that put teenagers' lives in danger. As a teenager, you have to be aware of what they are and what they can cause.

**PART A – Important facts**

You are going to read some texts that try to show you important aspects of some drugs.

△ Read the following texts. Then do the exercises.

**1) Smoking trends among British children and teenagers**

According to the latest government figures, 23% of all 15-year-olds are regular smokers. Many of these teenage smokers are already addicted to nicotine, that is they need to smoke their first cigarette of the day as soon as they get up. It's like they are physically and mentally dependent on it. Some of them spend all their pocket money to buy cigarettes. It's a very expensive addiction. Eight out of ten smokers begin under the age of 20 and the majority wish they had never started. By the age of sixteen, two-thirds of children have experimented with cigarettes. In Great Britain about 450 children start smoking every day.

*in Current, 2003 (adapted)*

**Did you know?**  
More than 1,000 people die in the United States each day from smoking-related illnesses.

1) Find evidence for the following statements.

- Nicotine can be addictive.
- Smoking addicts can't help smoking very early in the morning.
- Most teenage smokers regret their first cigarette.
- Hundreds of children start smoking every day.

2) True or false? Correct the false statements.

- Family members who smoke cannot be held responsible for teenage smokers.
- Smoking can be a growing up sign.
- Peer pressure makes teens smoke.
- Girls don't smoke because smoking makes them fat.
- There are many different reasons for taking up smoking.

3) Answer the questions.

- What is second-hand smoke?
- Is it dangerous? Why?
- Can it affect children? In what ways?

**2) What factors influence children and teenagers to start smoking?**

Teens often start smoking because one or both parents or relatives are smokers. They feel that smoking is an acceptable habit. Others smoke because it isn't acceptable in their families and they believe they are old enough to make their own decisions. Many teens also start smoking because they feel a constant pressure from their friends. They want to be part of the group so they have to smoke. Others smoke because they feel they look too young and that smoking may make them appear like an adult. Girls think smoking is a way to keep their weight under control. If they hold a cigarette, they're a lot less likely to eat. And then there are teens who believe that smoking helps them to relax when they are stressed out because of schoolwork, dating problems, or family pressure.

**Did you know?**  
Nearly 90% of all adult smokers start when they are teens and never intend to get hooked.

**3) Second-hand smoke**

Can someone else's smoking hurt you? Yes. Two-thirds of cigarette smoke is not inhaled by the smoker but goes into the surrounding air. The smoke from a smouldering\* cigarette contains higher rates of cancer-causing and toxic chemicals than the smoke that is inhaled or exhaled by a smoker. Second-hand smoke contains more than 4,000 chemicals including 50 that can cause cancer. Breathing second-hand smoke causes non-smokers' hearts to beat faster and blood pressure to rise. Children who breathe second-hand smoke are more at risk from wheezing\*, coughing, ear infections, asthma, bronchitis and pneumonia.

**134**  
One hundred and thirty-five

zone 3

Activity 2 VOCABULARY ZONE

A Quiz: Your attitude to smoking

Do this quiz and find out how strong-minded\* you are in your attitude to smoking.

1) You are on a first date with a girl/boy. You meet in a café. It's really smoky inside. What do you do?

A ☒ ☐ Yuck! I hate smoky places. I can't breathe\* and my hair and clothes get smelly. I would leave immediately.

B ☒ ☐ I don't like smoky places but I wouldn't want to upset my date. I would ask the waiter to open a window.

C ☒ ☐ I don't mind smoky places.



2) You arrive at a party and all your friends are smoking. They try to persuade you to have a cigarette. What do you do?

A ☒ ☐ Tell them that they are idiots and spend the whole party telling them about the dangers of smoking.

B ☒ ☐ One cigarette won't hurt me. I don't want to feel different.

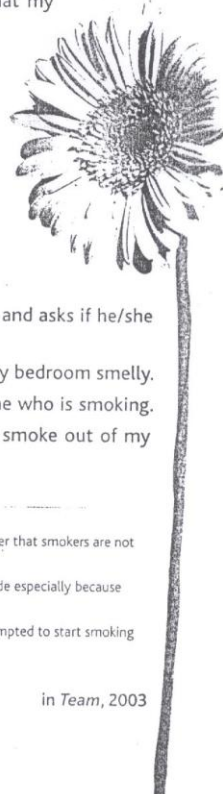
C ☒ ☐ I would enjoy the party without smoking. I don't do everything that my friends do.

3) Your older brother/sister has started smoking a packet of cigarettes a day. How do you feel?

A ☒ ☐ I would be very angry with him/her for having such a disgusting habit!

B ☒ ☐ I would be very worried about him/her. I love him/her very much and I don't want him/her to damage his/her health\*.

C ☒ ☐ I wouldn't be very surprised because everyone in my family smokes.



4) Your teenage cousin comes to stay. He/she is desperate to smoke a cigarette and asks if he/she can smoke in your bedroom. What do you say?

A ☒ ☐ No way! I don't want to breathe in his/her smoke and it will make my bedroom smelly.

B ☒ ☐ No, because my parents might smell the smoke and think that it's me who is smoking.

C ☒ ☐ I feel sorry for him/her because he/she is addicted so I let him/her smoke out of my bedroom window.

Results:

Mostly ☒ A you are very anti-smoking. This is a good attitude and you should continue. However, remember that smokers are not bad people, they are addicted.

Mostly ☒ B you are anti-smoking but you are considerate about people's feelings too. This is a good attitude especially because people often need support rather than lecturing to give up smoking.

Mostly ☒ C you have a very relaxed attitude towards smoking. We hope this doesn't mean that you are tempted to start smoking yourself. Remember, it's difficult to give up.

VOCABULARY FILE

to be strong-minded to be firm and determined  
to breathe to take air into our lungs and send it out again  
to damage one's health to harm, destroy one's health

in Team, 2003

Test 1 11<sup>th</sup> Grade 2<sup>nd</sup> Trimester

**LICEU LUDGERO LIMA**  
**ENGLISH WRITTEN TEST**

<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>

**About me**

1. My name is Joe and I'm the average high-school student. I live with my family in a block of flats. I live on the 5th floor.

2. Our flat is pretty spacious; it needs to be, given the fact that I have four brothers and sisters. Quite a crowd. They're both older and younger than me and they share rooms - so do I, in fact.

3. My family's a bit crazy. Dad's 52 with a beard and gentle blue eyes. Mom's got beautiful dark hair, is always cooking something and looking after us kids. I'm 15 years old and I have a twelve year-old brother who shares my room with me. He's got curly hair and blue eyes. He's very happy-go-lucky and enjoys playing football. I'm not very tall, I have well defined muscles (!) and I have dark hair and brown eyes, just like my Mom.

4. Our house is full of old furniture, things that we inherited from my grandparents and other things that my parents bought themselves. There's a big old clock on the living-room wall and some armchairs that look as if they've come straight out of a nineteenth century portrait.

5. My room is fairly big with twin beds. Jamie, my brother, has posters of football players all over his side of the wall and I have a couple of nice-looking ladies on my side. The cat sometimes comes into the room and lies on one of the beds, waiting for me to play with him. The colourful curtains float a bit when the window is open and the sun comes shining in. Our old toys are on the floor and inside the wardrobe where our clothes are as well. All in all, it's a pretty fine space and I like spending time there, playing my guitar.



**A - In which paragraph does Joe talk about:**

1. Bedroom fittings? \_\_\_\_\_
2. The flat where he lives? \_\_\_\_\_
3. His physical appearance? \_\_\_\_\_
4. His family in general? \_\_\_\_\_
5. Old furniture? \_\_\_\_\_

**B – Are the following sentences TRUE or FALSE? Correct the false ones.**

1. Joe shares his room with a younger sister.

\_\_\_\_\_

2. Joe's dad is fifty-four years old.

\_\_\_\_\_

3. Mom's always sewing and welcoming guests into the house.

\_\_\_\_\_

4. Joe's room is big and colourful.

\_\_\_\_\_

**C – Answer the following questions:**

1. Where does Joe live with his family?

\_\_\_\_\_

2. What is Joe's family like?

\_\_\_\_\_

3. What does Joe's Mom enjoy doing?

\_\_\_\_\_

4. How many brothers or sisters has he got?

\_\_\_\_\_

5. What is his room like?

\_\_\_\_\_

\_\_\_\_\_

6. What does Joe enjoy doing in his room?

\_\_\_\_\_

**D – Fill in the blanks with the right relative pronoun.**

<b>who</b>	<b>whom</b>	<b>what</b>	<b>which</b>	<b>where</b>	<b>whose</b>
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1. I recently visited the town \_\_\_\_\_ Joe lives.

2. Joe is the boy \_\_\_\_\_ lives next door.

3. That is the lamp \_\_\_\_\_ his godmother bought him.

4. I don't know the man to \_\_\_\_\_ we spoke at the airport.

5. This test is only for students \_\_\_\_\_ first language is not English.



**E – Choose the correct answer.**

1. The man \_\_\_\_\_ interviewed me was very nice.  
a) Who      b) that      c) both are possible.
2. The bicycle \_\_\_\_\_ was stolen belonged to my brother.  
a) Who      b) which      c) both are possible.
3. This is the girl \_\_\_\_\_ speaks four languages.  
a) Who      b) whose      c) both are possible.
4. This is the woman \_\_\_\_\_ car broke down.  
a) Which      b) whose      c) both are possible.
5. I know a place \_\_\_\_\_ you can buy cheap clothes.  
a) Which      b) where      c) both are possible.

**F – Fill in the gaps with the right form of the past perfect.**

1. Joe \_\_\_\_\_ (live) in that town for 5 years.
2. His father \_\_\_\_\_ (be) a teacher for about 30 years.
3. His mother \_\_\_\_\_ (buy) her dress for the party.
4. Our director \_\_\_\_\_ (speak) to our parents before he talked to us.
5. My parents \_\_\_\_\_ (see) my grades at school.

**G – Fill in the gaps with the right family word.**

**Ex.: Your mum's son is your brother**

1. Your mum's father is your \_\_\_\_\_
2. Your brother's daughter is your \_\_\_\_\_
3. Your aunt's son is your \_\_\_\_\_
4. Your brother's wife is your \_\_\_\_\_
5. Your mum's brother is your \_\_\_\_\_

## H – Composition

Write a short text about your family. You may refer to the following items:

- What's your family like?
- Where do you live?
- Who do you live with?
- Do you like your family? Why/Why not?

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**Good Luck !!!**



<b>Ano Lectivo</b> <b>20012/13</b>	<b>LICEU LUDGERO LIMA</b> <b>ENGLISH LANGUAGE</b>	<b>12th Grade</b> <b>Level IV</b>
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### CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES

Objectives	Answer Key	Score
<b>A- Comprehension</b> <b>Scanning the text</b>	1- 5 2- 1 3- 3 4- 3 5- 4	<b>5*4=20</b>
<b>B- Comprehension</b> <b>True (T) / False (F)</b>	1- F – He shares his room with his younger brother. 2- F -He's 52 3- F – She's always cooking and looking for the kids. 4- True	<b>4*5=20</b>
<b>C – Comprehension</b> <b>(Answering questions.)</b>	1- He lives in a block on the 5 <sup>th</sup> floor 2- His family is a bit crazy. 3- She enjoys cooking. 4- He's got four brothers and sisters. 5- It is fairly big with twin beds. It has posters on the walls and colourful curtains. 6- he enjoys spending his time and playing the guitar.	<b>6*10=60</b>
<b>D- Grammar:</b>	1. Where 2. Who	<b>5*4=20</b>

<b>Relative pronouns</b> - <b>Gaps filling</b>	3. Which 4. Whom 5. Whose		
<b>E- Grammar –</b> <b>Relative pronouns</b>  - <b>Multiple choice</b>	1- c 2- b 3- a	4- a 5- b 6- b	<b>5*4=20</b>
<b>F – Grammar -</b>  - <b>Past Perfect - Gaps filling</b>	1. had lived 2. had been. 3. had bought. 4. had spoken 5. had seen		<b>5*4=20</b>
<b>G - Family –</b> <b>Completing sentences</b>	1- Father-in-law 2- Niece 3- Cousin 4- Sister-in-law 5- Uncle		<b>5*4=20</b>
<b>H- Composition</b>	(free answer)		<b>20</b>
	Total		<b>200</b>

Test 2 11<sup>th</sup> Grade 2<sup>nd</sup> Trimester: Test A

**LICEU LUDGERO LIMA  
ENGLISH WRITTEN TEST**

<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>

**I'm tall for my age**

My name's Clare. I'm fifteen. I'm tall for my age. I'm glad about that. But I've got freckles all over my face and arms. I'm not glad about that!

We live in an old house in a suburb of Nottingham. I've got a brother. His name's Andrew. He's older than me. I get on with him but he teases me a lot. And when I argue with my younger sister, Nicola, he usually takes her side. It isn't fair!

My dad's an architect. He works in an office in the centre of Nottingham. He's very forgetful. He can never remember the names of my friends. And he's got one habit which really annoys me. He sings a lot - not just in the bathroom, but all over the house. And he's got a terrible voice! But I can always get what I want from my dad. I just wait till he's in a good mood.



My mum works in a bank. She often complains because I can't keep my room tidy. And she doesn't like the music I play. 'Turn it down,' she always says, 'I'm trying to talk to your father,' or 'I'm watching this programme.' But she's usually quite kind to me. She picks me up from parties in the car. My dad's always too tired. And I can talk to my mum - she's just like a friend to me!

**A – Are the following sentences TRUE or FALSE? Correct the false ones.**

1. Clare's dad sings very well.

\_\_\_\_\_

2. Her room is always tidy.

\_\_\_\_\_

3. She never argues with Nicola.

\_\_\_\_\_

4. Andrew usually takes Clare's side.

\_\_\_\_\_

5. Clare always gets what she wants from her dad.

\_\_\_\_\_

**B – Answer the following questions on the text:**

1. What has Clare got all over her face and arms?

\_\_\_\_\_

2. What does her father do?

\_\_\_\_\_

3. Where does he work?

\_\_\_\_\_

4. Has he got any bad habits? Justify your answer.

\_\_\_\_\_

\_\_\_\_\_

5. What can't her father ever remember?

\_\_\_\_\_

6. Does her father pick her up from parties? Why / Why not?

\_\_\_\_\_

\_\_\_\_\_

**C – Go back to the text and find a word or expression which means the same as:**

1. Happy (paragraph 1) \_\_\_\_\_

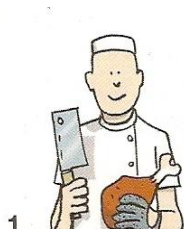
2. The outer area of a town. (paragraph 2) \_\_\_\_\_

3. Someone who designs buildings (paragraph 3) \_\_\_\_\_

4. Awful (paragraph 3) \_\_\_\_\_

5. Good (paragraph 4) \_\_\_\_\_

**D – What are their jobs?**



1.	4.
2.	5.
3.	6.

**E - Fill in the blanks with the right relative pronoun.**

who	whom	what	which	where	whose
-----	------	------	-------	-------	-------

1. Clare \_\_\_\_\_ house is very modern, lives in Brighton.

2. Her house is near a park \_\_\_\_\_ there is a beautiful lake.

3. The new house \_\_\_\_\_ Claire saw yesterday is very nice.

4. The girl with \_\_\_\_\_ Clare shares her bedroom is her younger sister.

5. She didn't understand \_\_\_\_\_ the Maths teacher told her father.
6. I don't know the actress \_\_\_\_\_ lives next door.

**F – Fill in the gaps with the right family word.**

**Ex.: Your mum's son is your brother**

6. Your mum's sister is your \_\_\_\_\_
7. Your brother's son is your \_\_\_\_\_
8. Your father's mother is your \_\_\_\_\_
9. Your sister's husband is your \_\_\_\_\_
10. Your dad's wife is your \_\_\_\_\_

**G – Rewrite in the passive**

1. Clare's dad bought a car.  
\_\_\_\_\_
2. Clare writes poems.  
\_\_\_\_\_
3. Her mum cooks spaghetti.  
\_\_\_\_\_
4. Her brother paid two tickets.  
\_\_\_\_\_

**H – Talk to Clare.**

You: \_\_\_\_\_

Clare: I'm fifteen years old.

You: \_\_\_\_\_

Clare: I live in Nottingham.

You: \_\_\_\_\_

Clare: I have got a brother and a sister.

You: \_\_\_\_\_

Clare: My brother? Yes, I get on with him but he teases me a lot.

You: \_\_\_\_\_

Clare: No, my mother is not my biggest problem.

**Good Luck !!!**

Test 2 11<sup>th</sup> Grade 2<sup>nd</sup> Trimester: Test B

**LICEU LUDGERO LIMA  
ENGLISH WRITTEN TEST**

<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>

**I'm tall for my age**

My name's Clare. I'm fifteen. I'm tall for my age. I'm glad about that. But I've got freckles all over my face and arms. I'm not glad about that!

We live in an old house in a suburb of Nottingham. I've got a brother. His name's Andrew. He's older than me. I get on with him but he teases me a lot. And when I argue with my younger sister, Nicola, he usually takes her side. It isn't fair!

My dad's an architect. He works in an office in the centre of Nottingham. He's very forgetful. He can never remember the names of my friends. And he's got one habit which really annoys me. He sings a lot - not just in the bathroom, but all over the house. And he's got a terrible voice! But I can always get what I want from my dad. I just wait till he's in a good mood.



My mum works in a bank. She often complains because I can't keep my room tidy. And she doesn't like the music I play. 'Turn it down,' she always says, 'I'm trying to talk to your father,' or 'I'm watching this programme.' But she's usually quite kind to me. She picks me up from parties in the car. My dad's always too tired. And I can talk to my mum - she's just like a friend to me!

**A – Are the following sentences TRUE or FALSE? Correct the false ones.**

6. Clare's dad sings very well.

\_\_\_\_\_

7. Her room is always tidy.

\_\_\_\_\_

8. She never argues with Nicola.

\_\_\_\_\_

9. Andrew usually takes Clare's side.

\_\_\_\_\_

10. Clare always gets what she wants from her dad.

\_\_\_\_\_



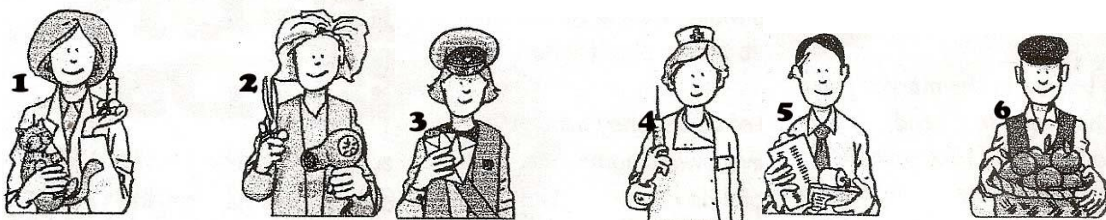
**B – Answer the following questions on the text:**

1. What has Clare got all over her face and arms?  
\_\_\_\_\_
2. What does her father do?  
\_\_\_\_\_
3. Where does her mother work?  
\_\_\_\_\_
4. Has her father got any bad habits? Justify your answer.  
\_\_\_\_\_  
\_\_\_\_\_
5. What can't her father ever remember?  
\_\_\_\_\_
6. Does her father pick her up from parties? Why / Why not?  
\_\_\_\_\_  
\_\_\_\_\_

**C – Go back to the text and find a word or expression which means the same as:**

6. Happy (paragraph 1) \_\_\_\_\_
7. The outer area of a town. (paragraph 2) \_\_\_\_\_
8. Someone who designs buildings (paragraph 3) \_\_\_\_\_
9. Awful (paragraph 3) \_\_\_\_\_
10. Good (paragraph 4) \_\_\_\_\_

**D – What are their jobs?**



1.	4.
2.	5.
3.	6.

**E - Fill in the blanks with the right relative pronoun.**

<b>who</b>	<b>whom</b>	<b>what</b>	<b>which</b>	<b>where</b>	<b>whose</b>
------------	-------------	-------------	--------------	--------------	--------------

7. Clare\_\_\_\_\_ house is very modern, lives in Brighton.
8. Her house is near a park\_\_\_\_\_there is a beautiful lake.
9. The new house\_\_\_\_\_ Claire saw yesterday is very nice.
10. The girl with\_\_\_\_\_ Clare shares her bedroom is her younger sister.
11. She didn't understand \_\_\_\_\_ the Maths teacher told her father.
12. I don't know the actress \_\_\_\_\_ lives next door.

**F – Fill in the gaps with the right family word.**

-B-

**Ex.: Your mum's sister is your aunt.**

11. Your dad's wife is your \_\_\_\_\_
12. Your father's mother is your \_\_\_\_\_
13. Your mum's son is your \_\_\_\_\_
14. Your brother's son is your \_\_\_\_\_
15. Your sister's husband is your \_\_\_\_\_

**G – Rewrite in the passive**

5. Clare paints postcards.  
\_\_\_\_\_
6. Clare's father painted a building.  
\_\_\_\_\_
7. Her mum wrote two books.  
\_\_\_\_\_
8. Her brother helps a poor student.  
\_\_\_\_\_

**H – Talk to Clare.**

You: \_\_\_\_\_

Clare: I'm fifteen years old.

You: \_\_\_\_\_

Clare: I live in Nottingham.

You: \_\_\_\_\_

Clare: I have got a brother and a sister.

You: \_\_\_\_\_

Clare: My brother? Yes, I get on with him but he teases me a lot.

You: \_\_\_\_\_

Clare: No, my mother is not my biggest problem.

***Have a good test!***

***Guilherme Lima***

Test 1 12<sup>th</sup> Grade 2<sup>nd</sup> Trimester

**LICEU LUDGERO LIMA**  
**ENGLISH WRITTEN TEST**

Name	Number	Class
Date	Evaluation	Teacher



**It may be small  
but it's all we've got.**

It seems obvious, but the way that some people treat the world, you would think there is somewhere else to go once the earth's resources have been exhausted.

You know there isn't. Our small planet is being ravaged and its limited resources are fast disappearing.

This is why Greenpeace is trying to protect our fragile planet.

By applying international direct action with scientific research and political pressure, Greenpeace has had many notable successes.

The atmospheric testing of Nuclear weapons by the French in the Pacific has been stopped.

Commercial whaling is in the process of being stopped.

Dumping of radioactive waste in the ocean has been stopped.

The large scale commercial slaughter of baby harp seals in Canada has been stopped.

Incineration at sea of dangerous toxic chemicals has been stopped.

But at Greenpeace, we don't want to stop everything. What we have started is a general raising of the awareness of the environment across the globe. However, there is still a long way to go.

Deforestation and the depletion of the ozone layer are just two major problems we are aiming to overcome; there are countless others.

To carry on the work we urgently need your help. Greenpeace is a non-profit organisation supported by memberships and donations.

To find out how you can help, fill out the Greenpeace coupon and mail it today.

**GREENPEACE**  
GREENPEACE URGENTLY NEEDS YOUR SUPPORT

**A – Mark the following statement TRUE or FALSE. Correct the false ones.**

1. The earth's resources have disappeared.

2. Greenpeace is a commercial organization.

3. Greenpeace protects the planet with international help.

4. Greenpeace stopped commercial whaling.  
\_\_\_\_\_
5. Greenpeace tries to help the earth by stopping everything  
\_\_\_\_\_

**B – Answer the following questions on the text.**

1. What's the text about?  
\_\_\_\_\_
2. Name three successful achievements of Green Peace.  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the major problems that are threatening our planet now?  
\_\_\_\_\_  
\_\_\_\_\_
4. What can someone do to help our planet?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think our planet needs protection? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

**C – Fill in the gaps using the words given.**

•Temperature forests	•extinct species	•pollution	•global warming	•ozone layer	•rain
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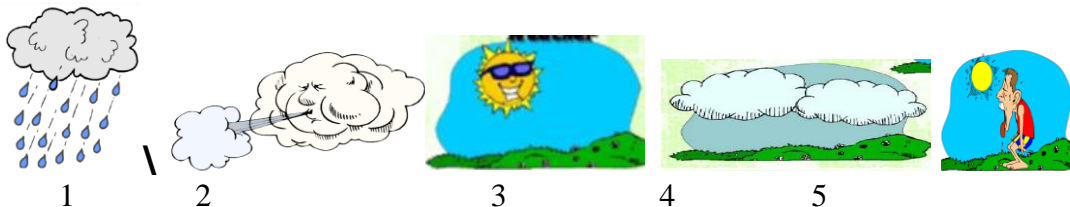
1. The world's greatest concern today is \_\_\_\_\_.
2. Man made chemicals which are destroying the \_\_\_\_\_, consequently the earth \_\_\_\_\_ is becoming hotter and hotter.
3. The \_\_\_\_\_ are being deforested due to men's activities.
4. Many \_\_\_\_\_ - plants or animals - are becoming \_\_\_\_\_ at an alarming rate.
5. The \_\_\_\_\_ of the air, the water and the soil is getting worse day by day.

**D – Complete the following sentences with the right form of the verbs in brackets:**

1. The volunteers of Greenpeace enjoy \_\_\_\_\_ (protect) the environment.
2. They want \_\_\_\_\_ (take) urgent steps to save our planet.
3. They finished \_\_\_\_\_ (produce) a new TV documentary about global warming.
4. They hope \_\_\_\_\_ (convince) the members of our government about the danger of pollution.

5. Greenpeace tries \_\_\_\_\_ (do) a good job about environmental issues.
6. \_\_\_\_\_ (recycle) helps protect the environment.

**E – What's the weather like?**



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**F – Choose from Box A and B to make a new sentence with to...**

- | A                                     | B  |
|---------------------------------------|--|
| 1. <del>We joined Greenpeace.</del>   | a. We wanted to save water.                              |
| 2. We bought some containers.         | b. We wanted to save energy.                             |
| 3. We switched the computer monitors. | c. We want to go to a conference in Rio.                 |
| 4. We turned off that tap.            | d. We wanted to recycle materials                        |
| 5. We are saving money.               | e. We wanted to protect our health.                      |
| 6. We stopped smoking.                | f. <del>We wanted to help protect the environment.</del> |

**Example: We joined Green Peace to help protect the environment**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**G – Complete the sentences. Write about yourself.**

1. I love \_\_\_\_\_
2. I don't mind \_\_\_\_\_
3. I hope \_\_\_\_\_
4. \_\_\_\_\_ is my favourite hobby.
5. I'd really like \_\_\_\_\_ to \_\_\_\_\_

**Good Luck !!!**



<b>Ano Lectivo</b> <b>20012/13</b>	<b>LICEU LUDGERO LIMA</b> <b>ENGLISH LANGUAGE</b>	<b>12th Grade</b> <b>Level IV</b>
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### CRITÉRIOS DE CORREÇÃO, SUGESTÕES DE RESPOSTA E COTAÇÕES

Objectives	Answer Key	Score
<b>A- Comprehension</b> <b>True (T) / False (F)</b>	1- False. They are fast disappearing 2- False. It's a non-profit organisation 3- True 4- T 5- F. It's in the way of being stopped. 6- F. They don't want to stop everything.	<b>5*5=25</b>
<b>B- Comprehension</b> <b>(Answering questions.)</b>	1- It's about Greenpeace. 2- The atmospheric testing of nuclear weapons, the dumping of radioactive waste in the ocean and incineration at sea of toxic chemicals have been stopped. 3- Deforestation and the depletion of the ozone layer. 4- Join Greenpeace and other environmental organizations, recycle material, save water and energy, etc. 5- (free answer)	<b>5*10=50</b>
<b>C</b>	– 1- global warming;	

<b>Environment</b>	2- ozone layer / temperature;	<b>7*5=35</b>
<b>Gaps filling</b>	3- rain forests; 4- species / extinct; 5- pollution	
<b>D- Grammar:</b>	1 - protecting;	<b>6*5=30</b>
<b>Verb + -ing / to infinitive</b>	2 - to take;	
<b>Gaps filling</b>	3 - producing; 4 - to convince; 5 - to do; 6 - recycling	
<b>E- Weather</b>	7- It's rainy 8- It's windy 9- It's sunny 10- It's cloudy 11- It's hot	<b>5*4=20</b>
<b>F – Grammar</b>	1. We bought some containers to recycle containers.	<b>4*4=16</b>
<b>Infinitive of Purpose</b>	2. We switched off the computer monitors to save energy.	
<b>Writing sentences</b>	4. We turned off that tap to save water. 5. We are saving money to go to a conference in Rio. 6. We stopped smoking to protect our health.	
<b>G - Writing</b>	6- (free answer)	<b>5*4=20</b>
<b>Guided composition</b>		
	Total	<b>200</b>



**LICEU LUDGERO LIMA**  
**ENGLISH WRITTEN TEST**

<b>Name</b>	<b>Number</b>	<b>Class</b>
<b>Date</b>	<b>Evaluation</b>	<b>Teacher</b>

**Teenage boy climbs Everest**

In May 2010, American teenager Jordan Romero made history by becoming the youngest person to climb the highest mountain in the world, Mount Everest (8,848m). Jordan was 13 years old. The first thing he did when he reached the summit was to make a phone call, saying, 'Mom, I'm calling you from the top of the world!'

Jordan made the climb with his father Paul, his step-mother Karen Lundgren and three Himalayan guides, all experienced mountaineers. However, despite Jordan's age, he was by no means an inexperienced climber. In fact, this was his sixth major achievement in his dream to climb the Seven Summits, the highest peaks on all seven continents.

He conquered the first one, Mount Kilimanjaro (5,895m), in Africa when he was ten. Between 2007 and 2009, he climbed five others in North and South America, Australia and Europe. Having climbed the Asian one, this left only the Vinson Massif (4,892m) in Antarctica to achieve his dream of being the youngest person to climb all seven.

Jordan says he was first inspired to climb at the age of nine. There was a painting on a corridor wall in his California school which showed the highest point on every continent, and it fascinated him. He did some research and then one day he said to his father, 'Dad, I want to climb the Seven Summits.' His father immediately started training him and the following year they climbed Kilimanjaro.

Despite Jordan's achievements, the Everest climb also attracted criticism from people who said he was too young to take such risks. It is true that climbing at such high altitudes can be dangerous. The cold and the lack of oxygen have killed many climbers in the past. Furthermore, a previous record holder for the youngest person to climb Mount Everest, 16-year-old Temba Tsherri from Nepal, lost five fingers from frostbite during his climb due to the extreme cold.

But Jordan's father rejected the criticisms, saying, 'We were so prepared, everything went absolutely perfectly. Age has nothing to do with anything. He said they'd spent several weeks getting used to the high altitude. He thought Jordan had trained hard and had been ready for the challenge.'

Jordan himself said, 'I'm the one who started this project. It's my dream we are following. I know it's a big goal and luckily for me, my family is supporting me every step of the way. In fact my family is my team.'

He hopes his adventure will inspire young people around the world to set themselves challenges – to get fit and aim high.

**A – Mark the following sentences TRUE or FALSE. Correct the false ones.**

1. Jordan Romero was the first person to climb the Mount Everest.  
\_\_\_\_\_
2. He was not an inexperienced climber when he reached the top of Mount Everest.  
\_\_\_\_\_
3. His family didn't support him.  
\_\_\_\_\_
4. His father accepted the criticisms they made him.  
\_\_\_\_\_
5. Many climbers died when they tried to climb the Everest.  
\_\_\_\_\_

**B – Answer the following questions on the text:**

1. Why did Jordan Romero become famous?  
\_\_\_\_\_  
\_\_\_\_\_
2. Who did he make the climb with?  
\_\_\_\_\_  
\_\_\_\_\_
3. How old was Jordan when he climbed the Kilimanjaro?  
\_\_\_\_\_
4. What inspired him to climb the Seven Summits?  
\_\_\_\_\_  
\_\_\_\_\_
5. Is climbing at such high altitudes dangerous? Why / Why not?  
\_\_\_\_\_  
\_\_\_\_\_
6. Would you like to climb mountains? Justify your answer.  
\_\_\_\_\_  
\_\_\_\_\_

**C - Read the text again and choose the correct answer: a), b) or c).**

1. When Jordan got to the top of Everest, he called his \_\_\_\_\_.  
a) father      b) friends      c) mother
2. He'd already climbed \_\_\_\_\_ of the highest mountains in the world.  
a) five      b) six      c) seven

- 3 Some people thought Jordan shouldn't climb Everest because \_\_\_\_\_.  
a) he would get frostbite                      b) the mountain was too high  
c) he wasn't old enough
- 4 Before the climb, \_\_\_\_\_.  
a) Jordan trained very hard                      b) he spent several months on Everest  
c) his father was very worried
- 5 Jordan would like \_\_\_\_\_.  
a) everybody to climb mountains              b) to inspire other teenagers  
c) to find more challenges

**D – Complete the following sentences with the right form of the verbs in brackets.**

1. Jordan Romero would like \_\_\_\_\_ (climb) Vinson Massif in Antarctica.
2. He doesn't mind \_\_\_\_\_ (spend) too much time on the mountains.
3. His father promised \_\_\_\_\_ (sponsor) his next trip.
4. His mother dislikes \_\_\_\_\_ (look) at untidy rooms.
5. Jordan learns \_\_\_\_\_ (speak) foreign languages very easily.

**E – Rewrite the following sentences in the Passive Voice.**

1. Jordan bought a new bicycle.  
\_\_\_\_\_
2. His grandmother writes books.  
\_\_\_\_\_
3. His father helps him a lot.  
He \_\_\_\_\_
4. Jordan is reading a newspaper.  
\_\_\_\_\_
5. His parents will visit the new factory  
\_\_\_\_\_

**F – Fill in the blanks with some or any + -body / -thing / -where**

1. Jordan lives \_\_\_\_\_ in the USA.
2. Is \_\_\_\_\_ at home?
3. \_\_\_\_\_ telephoned for you.
4. Peter is always at home. He never goes \_\_\_\_\_.
5. I want to tell you \_\_\_\_\_.

**G – Fill in the blanks with although, in spite of, however, because, because of.**

1. \_\_\_\_\_ being young, Jordan was very successful.
2. \_\_\_\_\_ he didn't have many sponsors, he was able to climb the Kilimanjaro.
3. \_\_\_\_\_ the bad weather, he had to cancel his appointment.
4. The climb was very hard. \_\_\_\_\_ Jordan didn't give up.

*Have a good test!*  
*Your teacher*